DOCUMENT RESUME

ED 319 176 EC 230 863

TITLE Guides in Gifted Education.
INSTITUTION New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
PUB DATE 87
NOTE 181p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS *Ability Identification; Curriculum Development; Disadvantaged; Elementary Secondary Education; *Enrichment Activities; Evaluation Methods; *Faculty Development; Fine Arts; *Gifted; *Program Development; Special Programs; Student Evaluation; *Talent
IDENTIFIERS *New Jersey

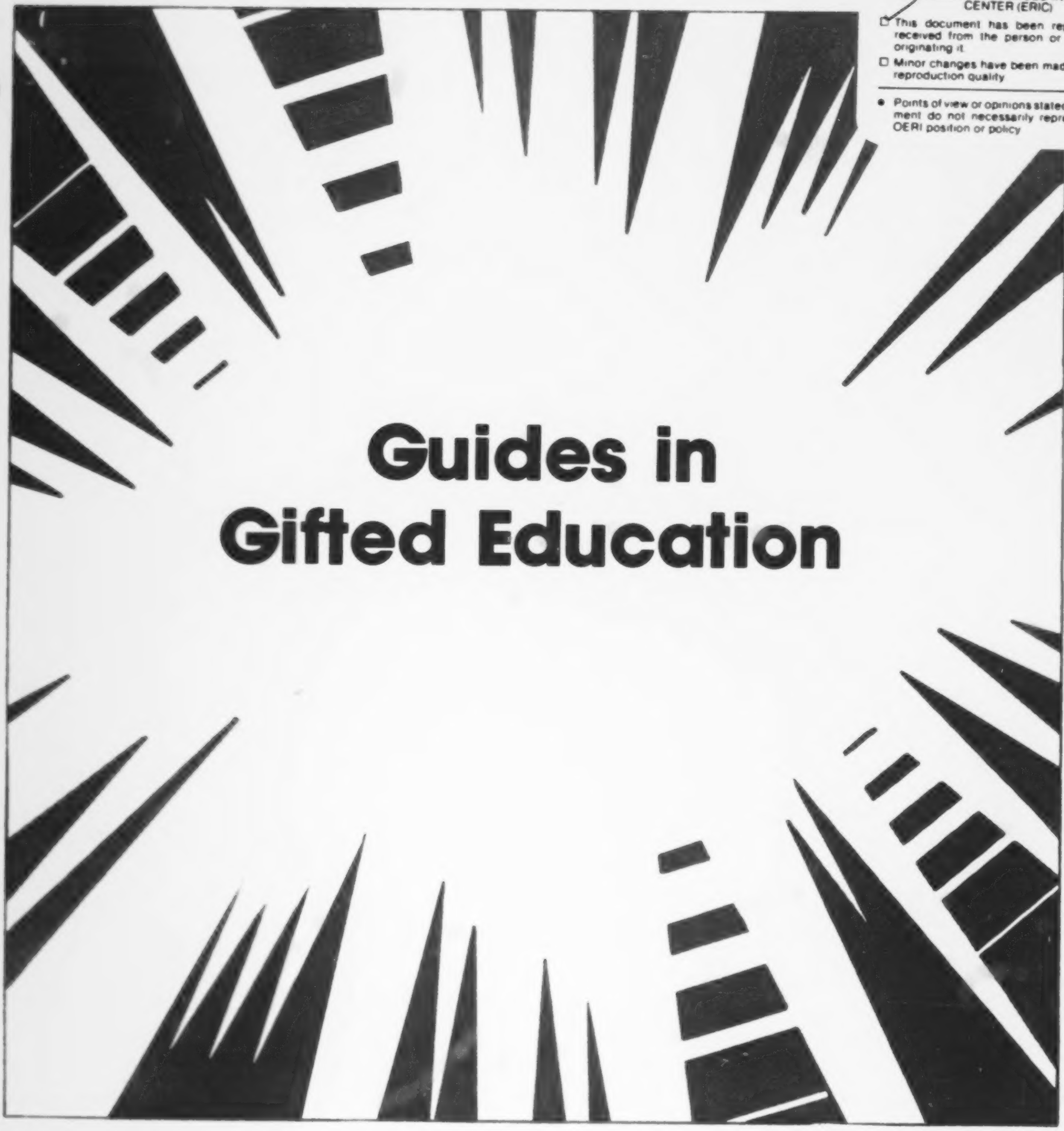
ABSTRACT

The guides aim to help New Jersey school administrators and staff undertake the process of developing and implementing programs for their gifted students. The first guide deals with staff development, focusing on criteria to consider when selecting teachers of the gifted, teacher training, and stages of staff development. Appendices offer information on differentiated curriculum enrichment and a staff development program model. The second guide covers identification procedures, outlining myths in gifted identification, principles of identification, and three stages of identification (nomination, assessment, and evaluation). The third guide presents a proposed enrichment matrix. This guide discusses the qualifiers of an enriched curriculum, the differences between programs and provisions for gifted students, and suggestions on structuring and applying an enrichment matrix. The fourth guide focuses on the disadvantaged gifted, discussing identification through talent searches, the use of differential programming, and special services. It includes a listing of assessment instruments and recommendations for their use, and a matrix of promising identification practices. The final guide covers the arts, addressing identification criteria, development and implementation of differentiated programs, out-of-school activities, and program evaluation. Each section contains a reader feedback form and some have a bibliography. (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED319176



Guides in Gifted Education

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
L. J. Rubino

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC 230 963

TEACHING
LEARNING
TESTING

New Jersey State Department of Education, Division of General Academic Education

BEST COPY AVAILABLE

GUIDES IN GIFTED EDUCATION

Saul Cooperman
Commissioner of Education

Division of General Academic Education
Joel Bloom, Assistant Commissioner

New Jersey State Department of Education
225 West State Street
Trenton, New Jersey 08625

Fall, 1987

PTM # 700.24

STATE BOARD OF EDUCATION

JOHN T. KLAGHOLZ President	Seaside Park
JAMES JONES Vice President	Teaneck
S. DAVID BRANDT	Cherry Hill
MAUD DAHME	Annandale
BETTY A. DEAN	East Orange
MATEO F. DeCARDENAS	Union City
ANNE S. DILLMAN	Perth Amboy
ALICE A. HOLZAPFEL	Elizabeth
NANCY SCHAENEN	Madison
JAMES M. SEABROOK, SR	Bridgeton
ROBERT A. WOODRUFF	Elmer
DEBORAH P. WOLFE Representing the State Board of Higher Education	Cranford

Saul Cooperman, Commissioner of Education
Secretary

T. Edward Hollander, Chancellor of Higher Education
Ex-Officio

FOREWORD

The New Jersey Department of Education developed a state plan for gifted education which will support local efforts to help gifted children realize their potential. That plan, which is part of a sustained effort to ensure that every child will receive a thorough and efficient education, is an initial response to the on-going need to improve gifted education in our state.

To provide local schools with further assistance in serving the intellectual, academic, and creative needs of gifted students, the department now has prepared the series, Guides in Gifted Education, which will help school administrators and staff undertake the process of developing and implementing programs for their gifted students. These guides are designed to promote staff development, identification, curriculum differentiation, curriculum support, evaluation, and resources in the area of gifted education.

I commend these materials to administrators and teachers and hope that schools will avail themselves of the assistance provided by the guides and training opportunities as they seek to address the needs of one of our nation's most precious resources, our gifted children.

Saul Cooperman

Saul Cooperman
Commissioner

ACKNOWLEDGEMENTS

The Commissioner's Advisory Council on Gifted Education is to be commended for their efforts to bring these guides to completion. Their suggestions, professional expertise, and support were the mainstays of this effort.

The contributions of the members of the New Jersey Educators for Gifted and Talented under the direction of Carolyn Deal also are acknowledged and appreciated.

This packet is part of the
New Jersey State Department of Education

Guides in Gifted Education.

Insert the following directly behind the index marked,

Staff Development.

This sheet may then be removed.

GUIDES IN GIFTED EDUCATION:

Staff Development

Saul Cooperman
Commissioner of Education

Division of General Academic Education
Joel Bloom, Assistant Commissioner

Principal Author
William Vassar

New Jersey State Department of Education
225 West State Street
Trenton, New Jersey 08625

TABLE OF CONTENTS

Page

Introduction.. 1

Why is a segment on staff development included in these guides?..... 1

How many local school districts initiate staff development plans?... 1

What criteria should a local school district consider when selecting teachers of the gifted?.. 2

What kind of training should teachers of the gifted receive?....... 3

What stages of staff development in gifted education should be considered?... 4

  Orientation.. 5
  Design and Development Stage.............................. 7
  Implementation Stage...................................... 9
  Leadership Stage.. 12

What conclusions may be reached regarding the need for staff development in gifted education?............................... 13

Appendix A: Model I.. 15

Appendix B: Model II... 27

Appendix C: Regional Curriculum Service Units....................

Bibliography... 45

Evaluation Form.. 47

Staff Development

Introduction

The following section should be of value to school district staff responsible for implementing quality staff development programs in the education of the gifted. It should be considered as a guide for meeting the needs of gifted children.

Why is a segment on staff development included in the guides?

The need exists for staff development, with each school district devising a plan to provide teachers with periodic needs assessment and opportunities for continuous in-service training relative to the education of the gifted. This booklet has been designed to help districts meet the standards of the New Jersey state plan regarding the in-service needs of the local staff in the area of gifted education.

How may local school districts initiate staff development plans?

All professional growth activities focus upon one or a combination of three primary goals:

- increasing the local staff's technical skills;
- expanding their knowledge (subject matter, learning theory, child development); and
- altering their fundamental attitudes and beliefs regarding gifted education.

When a local school district initiates staff development plans for gifted education, it should:

- assess its in-service training needs for all teachers, including teachers of the gifted, regular classroom teachers, administrators, and ancillary staff;
- develop goals and objectives for the gifted education in-service training program to meet the standards of the New Jersey state plan;
- specify the anticipated outcomes for the participants in the process (teachers, administrators, etc.);

- initiate contact with individuals who have the capability of providing in-service activities and interventions for various levels of the local staff;
- identify the follow-through and evaluation aspects as they relate to time, personnel, and resources;
- commit funds to support the in-service training activities in gifted education for the school district staff.

In-service training must, therefore, match the specific objectives for staff development. If, for example, the intent is to broaden the staff's understanding of gifted education, a lively lecture may well serve the purpose. If, on the other hand, the objective is to increase teachers' knowledge in identifying the intellectually gifted, a more elaborate activity which allows for "hands-on" involvement becomes necessary.

What criteria should a local school district consider when selecting teachers of the gifted?

Local school districts may have difficulty in selecting teachers to staff programs for the intellectually gifted. If a school district relies solely on course work or program background to identify teachers of the gifted, it may have considerable difficulty in obtaining the instructional staff. Administrators in local districts, therefore, must determine those characteristics and attitudes which they believe are important in the teaching of the gifted. Some administrators, for example, have selected teachers to work with gifted students simply because of some special trait that enables them to develop an effective relationship with the children even when the teachers do not seem to possess all the requisite characteristics.

Administrators should use a variety of approaches to select teachers for the gifted program. The local district may want to search their personnel files or conduct a recruiting drive to employ teachers of the gifted. With either approach, the administrators would be looking for teacher participation in conferences and workshops on gifted education, formal course work in that area, extensive reading about teaching the gifted, and classroom instructional practices reflecting the goals of the program envisioned for these students. However, the school district may find it necessary to look beyond these indicators for other perceptions of the teacher's ability to work with gifted students. During interviews and review of resumes, evidence of related interests and efforts may be indicated.

James Gallagher (1985), June Maker (1982), and William Bishop (1975), among others, have cited various teacher characteristics which they recommend as indicators of success when working with the gifted student. Tuttle and

Becker, in a publication entitled "Program Design and Development for Gifted and Talented Students," have taken suggestions from several sources and compiled a list of characteristics of effective teachers of the gifted. However, it should be noted that selection of teachers for a program should be geared to the specific area or areas of giftedness which are involved in the local program. According to Tuttle, the effective teacher of the gifted is:

highly intelligent
flexible and creative
self-confident and emotionally mature
interested and knowledgeable in a number of areas
in favor of special programs for the gifted
excited about the thinking process
professionally trained in working with gifted students
intellectually honest
highly professional in attitude and actions
non-authoritarian
non-threatened
willing to pursue advanced training

These characteristics are not unique to the teacher of the gifted since most of those cited would be valuable traits for all teachers. Some traits, however, such as self-confidence and high intelligence, are especially important when working with the intellectually gifted because of the intellectual challenges presented by these students.

When the program is being planned, the search for appropriate teachers should be initiated immediately so that all teachers may participate in the development of the program. Since this search may be difficult to initiate because of the lack of information about the intended program, it may be more advantageous to involve several teachers in the planning and development stages and to select from among that group a teacher of the gifted. This process has the added benefit of involving several professional staff in the planning and development stages of the program, even though all personnel may not be directly involved in the implementation stage.

What kind of training should teachers of the gifted receive?

Three general concepts should be considered as a local district plan is being developed:

- Provide teachers of the gifted periodic needs assessment and the opportunity for continued in-service training.
- Provide all educational personnel and other appropriate staff members with an opportunity for inservice on gifted education.

- Include the following training opportunities:

  * identification procedures
  * differentiated curriculum development
  * counseling methods for the gifted
  * use of local, state, or national resources
  * parent involvement
  * business and industry cooperation
  * evaluation procedures
  * others

The local school district may want to consider a formal training program for those who instruct gifted students. In addition to participating in the in-service training program conducted by the local district, the teachers should undertake formal coursework at a college or university to ensure advanced technical assistance from such studies as:

- An introductory course in teaching the gifted child
- Methods and materials (differentiated) for the gifted child
- Creativity and the gifted child
- Differentiated instruction of the gifted child

A number of school districts may want to contract with a college or university which has staff available to conduct the staff development program for the school district and award credit for participation in the course(s). Thus, the formal college training and local in-service training programs are not necessarily separate but rather may be viewed as two integral parts of a total staff development plan.

There are a number of ways that university-based training programs and local staff development plans can be integrated to construct a complete staff development plan for gifted education. The major decision to be made by the local district is whether to contract all or part of the plan with university staff or to exercise local control by brokering pieces of action to professional consultants and/or university staff.

What stages of staff development in gifted education should be considered?

Staff development programs pass through various stages which in some ways overlap one another. Each stage attempts to incorporate a certain knowledge base needed at that level of training for the staff. The stages lead progressively from a rather general orientation of all staff to specific in-service training of the staff who would be coordinating and supervising programs for the gifted. This does not mean that each stage must be accomplished before another one begins. For example, Stage IV (Leadership) should run concurrently with the previous three stages. Administrative and supervisory personnel need to apply the management and interpersonal skills throughout the total process.

The four stages in a staff development model which will move the local school district from a general orientation toward leadership training are:

- **Orientation Stage**: provides the staff with a general awareness of gifted education and should be used to inform the total staff on the broad issues related to the education of the gifted.

- **Design and Development Stage**: provides specific training activities related to the planning of programs to serve gifted pupils at the local level.

- **Implementation Stage**: provides for specific training activities which would assist staff in implementing the program at the local level.

- **Leadership Training**: provides for specific training activities to assist coordinators and program supervisors in their leadership roles.

The four stages, used in a proper fashion, would assist local districts in meeting the standards of the New Jersey state plan and in developing a sequential in-service plan to meet the needs of the professional staff. The following sections delineate specific training activities which could be used in each of the four stages of the staff development plan.

I. **Orientation Stage**: provides for an overview of gifted education. Who are the gifted? What are their characteristics? What are their needs? How may they be served? The setting for this stage could be a general workshop in which essential background information would be shared by all professional staff in the district.

A. Target - all administrative, instructional, and ancillary staff in the district.

B. Activities - provide a general overview of gifted education that includes the following:

1. Defining the gifted? (Who are the gifted students?)

2. Identifying the characteristics of gifted children. (How do they differ from other students?)

3. Examining the New Jersey state plan. (What are the goals for the education of the gifted?)

4. Conducting a needs assessment. (What gifted population will be served, and what local resources are available?)

5. Developing screening models for identifying gifted students. (What are the various screening and identification models?)

6. Presenting differentiated curriculum and instructional strategies. (How may the district introduce ways to rate differentiated curriculum and instructional strategies?)

7. Identifying various program evaluation models. (What is the most appropriate evaluation model to use in this school district?)

8. Reviewing counseling models for gifted pupils. (What provisions are made for counseling the gifted?)

C. Setting:

1. Large groups/informational meetings.

2. Small groups for discussion.

D. Resources:

1. Professional consultant with a background of training and diverse experience in gifted education. The consultant should have expertise in implementing programs for the gifted and should be a professional who is able to communicate with the local staff at all grade levels.

2. A variety of informational handouts related to the topics being discussed in a given session.

3. A selected bibliography on gifted education.

E. Time:

1. Six one-hour sessions.

2. Section B, Activities, suggests eight topics (1-8). Topics numbered 1, 2, 3 could be combined in one session with each of numbers 4 through 8 being given an entire session.

F. Follow-up Activities (Optional):

1. Observation of existing programs. (The Department of Education has a list of programs funded through the competitive grants process.)

2. Attendance at state or regional workshops. (Annual State Forum in May and regional workshops in October.)

3. Utilization of RCSUs and/or EIRC resource centers.

4. Informal group discussions.

G. References:

Clark, B. (1979). Growing up gifted. Columbus, OH: Charles E. Merrill.

Feldman, D. H. (Ed.). (1982). Developmental approaches to giftedness and creativity. San Francisco, CA: Jossey-Bass.

Gallagher, J. J. (1985). Teaching the Gifted Child. (3rd Ed.) Boston, Massachusetts: Allyn and Bacon, Inc.

Khatena, J. (1982). Educational psychology of the gifted, New York: John Wiley.

Richert, E. S., et al. (1982). National report on identification: assessment and recommendations for comprehensive identification of gifted and talented youth. Sewell, NJ: EIC South.

II. **Design and Development Stage**: provides specific activities related to planning and developing a local program for the gifted.

A. Target - an appointed planning committee of administrators, teachers, parents, lay personnel, and possibly students who will plan and implement the local programs.

B. Activities - provide specific training activities that facilitate the following:

1. Developing a district definition of the gifted.

2. Assessing the needs of gifted students in the district.

3. Establishing the goals and objectives for gifted programs as they relate to student and teacher needs and the resources available.

4. Identifying multiple criteria for screening and identifying the gifted students.

5. Developing differentiated strategies for curriculum and instruction.

6. Developing program designs to serve the gifted being identified.

7. Reviewing the literature on staffing and training for a gifted program.

8. Studying and discussing the characteristics of teachers of the gifted.

C. Setting:

1. Work sessions for the planning committee.

2. In-service workshops for the target group.

3. Target group participation in advanced training program at university levels.

4. Attendance of planning committee at state and regional conferences.

D. Resources:

1. Professional consultant to provide training as needed.

2. Handouts on specific research and program information related to the Activities (1-10) outlined for the Design and Development Stage.

3. Released time and funding for the planning committee to observe working models of Activities (1-10) and to visit the Regional Curriculum Service Units. (For locations, see Appendix C).

E. Time:

1. Twelve to fifteen design and development meetings (2 hours each session) for the planning committee.

2. Attendance at seminars, workshops, and conferences (released time for target group).

3. Two specific three - hour work sessions with a resource consultant on specific issues outlined in Activities (1-10) above.

F. Follow-up Activities (Optional):

1. Informal group discussions.
2. Ad hoc sessions to address individual issues or group concerns arising from Activities 1-10.
3. Review of the literature on gifted education related to the Design and Development Stage.

G. References:

Maker, C. J. (1982). Curriculum development for the gifted. Rockville, MD: Aspen System Corporation.

Stanley, J. C., et al. (1978). Educational programs and intellectual prodigies. Baltimore, MD: John Hopkins University Press.

Whitmore, J. (1980). Giftedness, conflict and underachievement. Boston, MA: Allyn and Bacon, Inc.

III. **Implementation Stage** - provides training activities that would assist staff in implementing instructional programs in the district.

A. Target - administrators, supervisors, teachers of the gifted, and regular classroom teachers who have direct or indirect responsibilities for instruction of the gifted.

B. Activities - provide training activities in the following:

1. Using multiple criteria for identification:
   - objective criteria used to identify the gifted (that is, standardized tests, such as aptitude, achievement, intelligence, and creativity);
   - subjective criteria used to identify the gifted (that is, peer nominations, check lists, rating scales); and
   - the plotting of criteria on an identification matrix.*

* For an example of the matrix design, see Baldwin, A. (1980). The Baldwin identification matrix, its development and use in programs for the gifted child. A paper presented at the Council for Exceptional Children, Philadelphia, PA.

2. Developing differentiated teaching strategies:

   - instruction integrating interdisciplinary topics dealing with special curriculum areas, such as science, e.g., chronobiology; English, e.g., general semantics, history, e.g., political and social implications for the American revolution;
   - instruction utilizing higher level thinking skills (e.g., comparison, analysis, synthesis, and elaboration); and
   - instruction utilizing creative-productive thinking skills and expression (e.g., fluency, flexibility, originality, and elaboration).

3. Understanding techniques of program evaluation:

   - the implications for specific program evaluation procedures, given specific program objectives, and
   - the implications for the program objectives, given the program evaluation outcome.

C. Setting:

1. Small group work sessions.
2. In-service workshops for the target group.
3. Target group participation in advanced training programs at university levels.
4. Attendance of staff at national, state, and regional conferences on the gifted.

D. Resources:

1. Professional consultant(s) to provide instruction on the specific areas outlined for the Implementation Stage Activities (1-3).
2. Specific information on differentiated curriculum and teaching strategies, multiple identification criteria, and program evaluation.
3. Specific information concerning scheduled state or regional conferences and seminars to be presented on the subjects addressed above.

E. Time:

1. Ten to fifteen implementation meetings (2 hours each) for those directly involved with the program.

2. Released time (professional improvement) for conferences and seminars (2-4 days per year).

3. Specific two-hour workshops with a professional consultant, as needed, to effect program implementation.

F. Follow-up Activities (Optional)

1. Informal group discussions

2. Participation in other in-service opportunities in the school district to disseminate information.

3. Segment of time to update the general staff on the status of the gifted program.

G. References:

Baldwin, A. (1980). The Baldwin identification matrix, its development and use in programs for the gifted child. A paper presented at the Council for Exceptional Children, Philadelphia, PA.

Friedman, M. I. (1984). Teaching higher order thinking skills to gifted students. Springfield, IL: Charles C. Thomas.

Renzulli, J. S. (1975). A guidebook for evaluating programs for the gifted and talented. Ventura, CA: Office of the Ventura County Superintendent of Schools.

Renzulli, J. S., Reis, S. M., & Smith, L. H. (1981). The revolving door identification model. Mansfield Center, CT: Creative Learning Press.

Treffinger, D. J. (1980). Encouraging creative learning for the gifted and talented. Ventura, CA: Office of the Ventura County Superintendent of Schools.

Treffinger, D. J. (1981). Blending gifted education with the total school program. Buffalo, NY: Center for Creative Learning.

Tuttle, F. B., Jr., & Becker, L.A., (1980). Program design and development for gifted and talented students. Washington, D.C.: National Education Association.

IV. **Leadership Stage**: provides for specific training activities to assist coordinating teachers of the gifted, coordinators, program supervisors, and administrators in their leadership roles.

A. Target - all administrative, supervisory, and coordinating staff with leadership responsibility for the local program.

B. Activities - provide specific training to enhance the leadership capabilities of administrative and coordinating staff (who have responsibility for staffing, curricula development, and instruction) in the following areas:

1. Understanding group dynamics.
2. Facilitating interpersonal relations.
3. Planning and conducting meetings.
4. Maintaining relationships with other groups (parents, business, industry, etc.).
5. Modifying behavior on the basis of constructive criticism.
6. Interpreting state statutes, administrative regulations, etc.
7. Establishing and maintaining policies and procedures that maximize opportunities.
8. Establishing and maintaining procedures for evaluating and monitoring the gifted program and student achievement.
9. Assisting and encouraging staff members in the development and attainment of instructional objectives.
10. Promoting and implementing comprehensive staff development programs.

C. Setting:

1. Small workshops conducive to information sharing in a comfortable environment.
2. Small discussion groups.

D. Resources:

1. Consultant in group dynamics and interpersonal relations.

2. Consultant with management and supervisory skills.

3. State or regional consultant with knowledge of the state plan.

4. Handouts, as they pertain to group dynamics, management and supervisory skills, motivation, and evaluation.

E. Time:

1. Five two-hour sessions with professional consultants.

2. Five one-hour small group discussions for follow-up purposes.

F. Follow-up Activities (Optional):

1. Observation of various types of management people in group interaction.

2. Attendance at commercial workshops where these skills are addressed (outside of education).

G. References:

1. Bolton, R. H. (1979). People skills. Englewood Cliffs, NJ: Prentice Hall, Inc.

2. Hersey, P., & Blanchard Chard, K.H. (1982). Management of organizational behavior. Englewood Cliffs, NJ: Prentice Hall, Inc.

3. Sergiovanni, T. J. (1982). Supervision of teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

4. Verderberg, R. F. (1978). Communicate. Belmont, CA: Wadsworth Publishing Company.

What conclusions may be reached regarding the need for staff development in gifted education?

We have explored a number of ideas, objectives, and stages of a local staff development program for the education of gifted students. The foregoing outline traces a sequential design to plan and implement in-service programs for professional and ancillary staff in a school district. The developed structure is not etched in stone, but is flexible enough for a district to adapt or adopt any or all parts of the suggestions in the various stages presented on the previous pages.

Following are appendices which provide training models for adaptation or adoption in the gifted education staff development process.

Appendix A serves to highlight the characteristics of the gifted with implications for an enriched, differentiated curriculum and a gifted education staff. **Appendix B** provides materials for use in in-service training in the gifted education staff development process.

APPENDIX A

Appendix A

MODEL 1

INTRODUCTION TO DIFFERENTIATED CURRICULUM ENRICHMENT:

IMPLICATIONS OF CHARACTERISTICS OF THE GIFTED

Key Ideas

The characteristics shared by gifted and talented students require a change in the role of the teacher, a change in the role of the learner, and modifications in curriculum.

The teacher:

- becomes more the facilitator or guide, rather than the single planner of learning experiences or the single evaluator;
- provides stimuli in new areas and skills on an advanced level;
- provides support for students as they venture into new areas.

The student:

- moves toward being an independent learner;
- pursues area of special interest;
- evaluates own progress and accepts evaluation from other sources.

The curriculum:

- moves away from lock-step advancement and away from memorization and practice exercises merely for their own sakes;
- permits flexible scheduling which can be adapted to individual student needs;
- is open to achievement at advanced levels, regardless of the age level of students;

- is based on broad areas of knowledge or issues;
- adapts to the learning style of the student, thus facilitating self-pacing or acceleration.

Management of the Presentation

The trainer will need to supply examples or anecdotal illustrations appropriate to the age level of the students to be served in order to illustrate the principles contained in this model. When working with teachers who are involved with gifted students, the trainer may draw examples from the area of fine and performing arts, as well as from the cognitive areas. The principles, however, remain the same. The content outline follows:

CONTENT OUTLINE

I. Changes in the learning environment should be responsive to the characteristics of gifted and talented students.

II. Characteristics of the gifted learner:

  A. Ability to handle advanced levels of material and desire to apply skills and concepts. (Form A)

  B. Intense specialized interests, curiosity in unusual areas for age level. (Form B)

  C. Ability/desire to work for long periods of time or to extend effort over long duration. (Form C)

  D. Ability/desire to learn independently. (Form D)

  E. Sensitivity to ideals/values/personal relations. (Form E)

  F. Desire to explore new issues and to explore controversial issues at more mature level. (Form F)

III. How gifted programming differs.

Essential Background Reading

Gallagher, J. (1975). Teaching the gifted child (2nd edition). Boston, MA: Allyn and Bacon, Inc.

Kaplan, S. (1974). Providing programs for the gifted and talented: A handbook. Ventura, CA: Office of the Ventura County Superintendent of Schools.

Martinson, R. (1974). The identification of the gifted and talented. Ventura, CA: Office of the Ventura County Superintendent of Schools.

If You Wish to Go Further

Trainers wishing to include more advanced concepts might consult the following sources;

Renzulli, J. S., & Smith, L. (1979). A guidebook for developing individualized education programs for gifted and talented students. Mansfield Center, CT: Creative Learning Press.

Treffinger, D., & Curl, C. D. (1976). Self-directed study guide on the education of the gifted and the talented. Ventura, CA: Office of the Ventura County Superintendent of Schools.

FORM A

ADVANCED LEVELS OF MATERIAL

TEACHER'S ROLE	STUDENT'S ROLE	CURRICULUM
• Identifies advanced levels and guides students toward highest attainable level	• Applies skills and concepts (critical and creative) in new areas	• Is open to advanced content without reference to age of student
• Provides opportunities to apply skills and concepts mastered	• Strives to excel at highest level possible	• Stresses interdisciplinary study and broad frame of reference

Forms A-F in practice overlap one another. They appear here as discrete models.

FORM B

SPECIALIZED INTERESTS

TEACHER'S ROLE

- Introduces students to new areas of study
- Guides students in choices of topics
- Guides students in finding appropriate and adequate resources
- Acquaints students with experts in area; guides exploration of how one becomes expert in area

STUDENT'S ROLE

- Investigates new resources
- Learns to use multiple kinds of resources
- Deliberately seeks new interests and pursues them past surface issues
- Learns what is required for expertise in a field
- Practices methodology of chosen field

CURRICULUM

- Is flexible to allow sufficient time for individual pursuit at all age levels
- Is based on active exploration of topic questionning and investigating
- Explores how student's interests might relate to regular curriculum

FORM C

LONG-TERM PROJECTS

TEACHER'S ROLE

- Helps student develop ability to plan long-term project and to monitor effectiveness
- Monitors student's efforts
- Provides support for individual effort

STUDENT'S ROLE

- Identifies areas of study which merit long-term effort
- Plans own progress
- Benefits from critiques of work
- Evaluates progress

CURRICULUM

- Includes skills necessary to plan independent effort: research, planning processes, problem-solving, evaluation techniques, methods of reporting or sharing results
- Includes studies which may extend over several semesters or years

FORM D

INDEPENDENT LEARNING

TEACHER'S ROLE

- Guides student in obtaining skills needed for independent learning
- Provides support and encourages values and attitudes needed to pursue study independently
- Presents questions rather than answers: allows students to develop solutions to problems
- Guides students in ability to learn from failures

STUDENT'S ROLE

- Monitors own learning plan
- Designs individual learning plans
- Applies skills of independent learning

CURRICULUM

- Provides opportunity for student to initiate study and to explore own questions rather than assigned area of study
- Is responsive to learning preferences of individual student
- Is flexible to allow student to learn at own pace

FORM E

SENSITIVITY

TEACHER'S ROLE	STUDENT'S ROLE	CURRICULUM
• Provides support for personal and intellectual risks taken by student	• Seeks relationship with peers independent of age	• Allows for exposure and debate of significant ideas, issues, and values (intellectual, social, and personal)
• Facilitates ability of student to communicate effectively	• Deliberately explores own values, abilities, and effectiveness	
• Facilitates ability to work effectively as member of group	• Shares areas of interest or ability with others	
• Facilitates growth in self-awareness		

FORM F

NEW AND CONTROVERSIAL ISSUES

TEACHER'S ROLE

- Guides development of critical and creative skills needed to attack new problems
- Facilitates atmosphere which is open to new ideas and questions
- Guides development of advanced skills of communicating and ability to explore new areas

STUDENT'S ROLE

- Explores areas of study or issues new to the student
- Seeks to make connections between new issues and areas of knowledge previously developed
- Learns to accept diversity of ideas and opinions

CURRICULUM

- Deliberately focuses on problems open to new solutions and to major new issues which arise
- Includes historical perspective from which students may explore new issues

APPENDIX B

Appendix B

MODEL II

STAFF DEVELOPMENT PROGRAM MODEL
FOR PROFESSIONAL PERSONNEL IN THE EDUCATION OF THE GIFTED

Philosophy

Since school districts are established to meet the educational needs of the students they serve, each segment of the district's student population (general education, special education, etc.) deserves its share of resources in time, people, and funds. In order to meet the needs of the student population effectively, the staff must have training opportunities. Most decisions which establish priorities among the various components of the school budget create a competition for the all too scarce resources of these districts. Therefore, the district must carefully allocate its resources to obtain optimal results.

When we discuss training for the professional staff, we are talking about a people-oriented activity. Each school district should be committed to the continuing education of all its professional staff involved in the education of students. This commitment should be a natural extension of the commitment to provide a quality education. Further, as the school districts expand their instructional programs, add facilities, and increase resources, they create or impose new expectations on instructional and ancillary staff for positive performance. As administrative and supervisory staffs expand their expertise through inservice and graduate study, expectations for professional performance by the general staff increase. A sensitive school district should, therefore, provide in-service opportunities for the continued professional growth of those who work with the gifted.

The human and financial resources devoted to such professional orientation, preparation, and in-service training will directly reflect upon the school district's concern for professional growth and the process that brings about change to meet the needs of the gifted. Commitment to improved in-service training can best be reached when:

- the district recognizes staff development as part of the total educational structure;
- the participants are involved in the planning and implementation; and

- the district views staff development to be as important as other components of the educational plan.

When a school district has developed a philosophy relative to a staff development program for the gifted and talented, operational guidelines must be designed to assure its effective implementation.

These guidelines are represented by four variable components integral to the concept of in-service training: 1) human resources, 2) strategies, 3) content areas, and 4) the processes related to staff development.

Each of these components is delineated by several basic assumptions:

1. Human Resources

   a. All groups (board of education, community, administration, etc.) should consider the development of professional competency in this area as a top priority.

   b. Commitment to improvement should precede the design of improvement strategies.

   c. The local school district has a responsibility to provide for the professional growth of its total staff. This, in turn, promotes growth among the special groups of children and youth being served.

2. Improvement strategies

   a. Expertise is required to:

      1) analyze staff development needs,

      2) design and develop a program, and

      3) implement the prescribed program and evaluate the results gained.

   b. School districts should be provided with program models, professional assistance, and resources to help establish priorities and needs for staff development programs.

3. Content area

   Content must be appropriate to meeting the educational needs of gifted students. Content should be differentiated to include both scope and sequence. In-depth research of topics which stress interdisciplinary content is most appropriate.

4. The Processes of Staff Development for Gifted Education

The various processes of staff development for gifted education describe those functions which must be performed in order to assess, design, develop, and implement a successful training program. The design and implementation of these processes may be carried out with various approaches and by various clusters of target groups participating in the training.

These processes are defined in the following manner:

- Assessment of Needs - assess the current status of a school district in relation to the specifics of education of the gifted and talented.
- Prescriptive - review the data gathered and then select appropriate strategies which will initiate desired changes in staff.
- Evaluation - appraise the degree of success attained by the in-service program. It is obvious, therefore, that specific objectives of the training program, as well as written outcomes for professional personnel, are essential first steps to any productive evaluation.
- Interventions - list activities which reflect the incorporation of various changes in objectives, needs, or outcomes. A continuous flow and utilization of feedback determines the effective utilization of proposed activities.

The local school district should assume primary responsibility for:

1. assessing its staff development needs relative to the education of the gifted;
2. framing the goals and objectives for the gifted staff development program in their school district;
3. specifying the outcomes they anticipate for the participants in the process;
4. initiating contact with various human resources who have the capability of providing interventions to satisfy their needs; and
5. identifying the follow-through aspects of staff development as this relates to time, personnel, and resources.

FORM A

Basic planning form for staff development

(to be completed by the district)

A. Philosophy

1. Does the district have a written policy relative to:

		YES	NO
a.	staff development	___	___
b.	travel	___	___
c.	conferences, conventions, workshop attendance	___	___

COMMENTS:

2. Does the district use staff development as an integral part of a total program design?

always sometimes rarely never

COMMENTS:

B. Time allocated for staff development

a. regular basis (one day a month, week, etc.) ____________

b. occasionally for special programs ____________

c. as part of orientation programs ____________

d. summer ____________

e. other ____________

COMMENTS:

C. Support

1. Staff development is supported by:	YES	NO
a. granting credits which are applicable to salary increments	____	____
b. released time	____	____
c. financial assistance as per contract	____	____
d. summer work arrangement	____	____
e. other	____	____

COMMENTS:

2. Is there a specific budget allocation in the district for in-service education (speakers, travel, etc.)? YES ___ NO ___

COMMENTS:

D. Professional Staff

1. To what degree are teachers involved in developing in-service programs?

always sometimes rarely never

COMMENTS:

2. Selection

___ voluntary

___ by appointment of

___ administrator

___ teachers associations

___ combination (1 and 2)

___ other

COMMENTS:

FORM B

Areas of the Gifted and Talented

The following target group(s) of gifted and talented students are in need of in-service program development:

		YES	NO
a.	High I.Q. - High Achiever	___	___
b.	Bright Underachiever	___	___
c.	High Intellectual Creativity	___	___
d.	High Potential - Culturally Different	___	___
e.	Musically Talented	___	___
f.	Talented in the Visual Arts	___	___
g.	Talented in the Performing Arts	___	___
h.	Leadership	___	___
i.	Other ______________________	___	___
	______________________	___	___
	______________________	___	___

Entry and Expectancy

A. Entry Point

1. The development of staff development programs should reflect participation of:

		YES	NO
a.	Board of Education	___	___
b.	Administration	___	___
c.	Teachers	___	___

	YES	NO
d. Ancillary Staff	____	____
e. Parents	____	____
f. Combination (please specify)		
______________________________	____	____
______________________________	____	____
g. Others (please specify)		
______________________________	____	____
______________________________	____	____

2. The design of staff development activities should reflect the current status of the population to be served. Identify the applicable level of each participating group indicated in A-1 above:

a. Orientation for program	____	____
b. Design and development of a program	____	____
c. Implementation of a program	____	____
1. initiation	____	____
2. expansion and/or update	____	____
d. Leadership training	____	____

B. **Expectancy**

State in specific terms what is expected of the group(s) at the completion of the in-service process. The statements should reflect responses given in A-1 and A-2 and be stated in behavioral terms.

____

____

____

____

FORM C

Staff Development

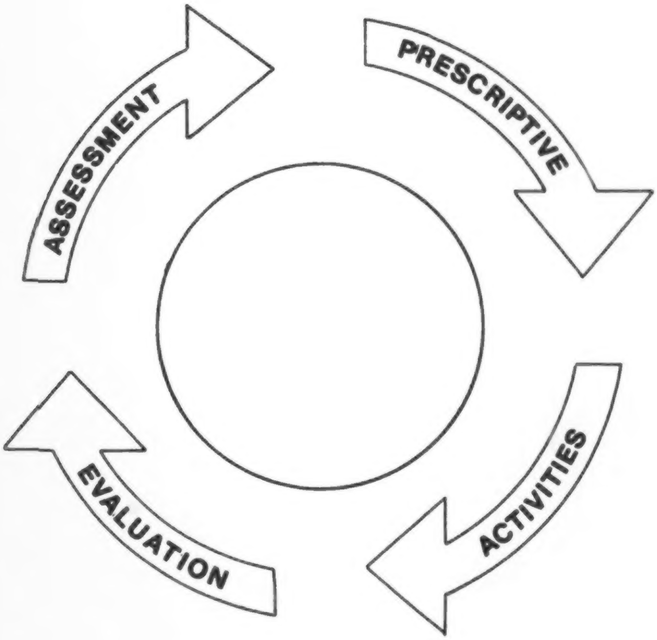
(checklist to be completed by the district)

Please check the appropriate content components which are included in the district in-service program:

		YES	NO
a.	Research	____	____
b.	Philosophy and Objectives	____	____
c.	Needs for Program	____	____
d.	Screening and Identification	____	____
e.	Planning and Placement	____	____
f.	Administrative Design	____	____
g.	Differentiated Teaching Strategies	____	____
h.	Differentiated Curricula	____	____
i.	Materials and Equipment	____	____
j.	Transportation	____	____
k.	Community Resources	____	____
l.	Supportive Services	____	____
m.	Legislation	____	____
n.	Facilities	____	____
o.	Administration and Supervision	____	____
p.	Articulation and Coordination	____	____
q.	Budget	____	____
r.	Parent-Family Role	____	____
s.	Community Relations	____	____
t.	Other	____	____

FORM D

Processes of Staff Development (In-service Training)
(flow chart)

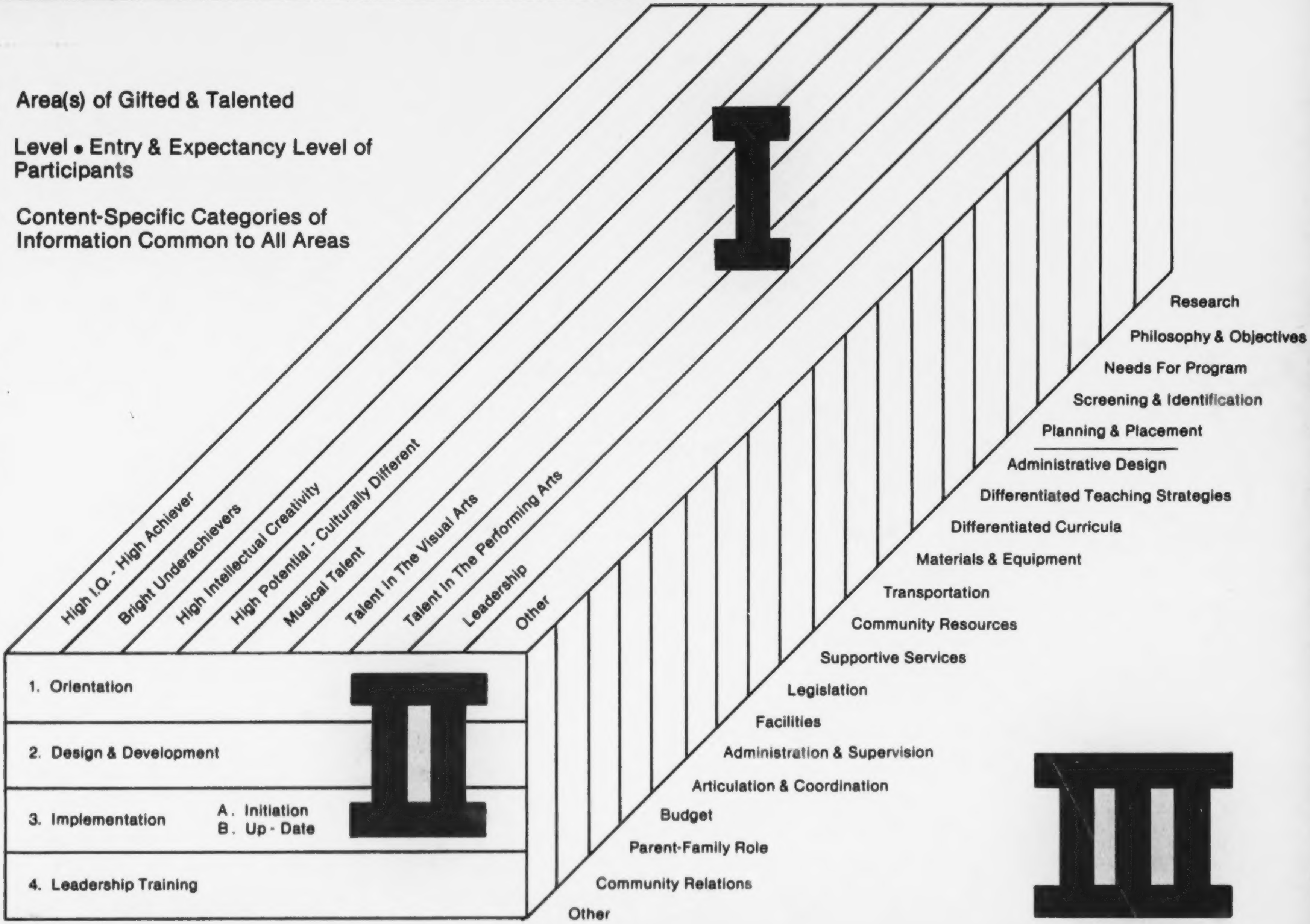

ASSESSMENT
PRESCRIPTIVE
ACTIVITIES
EVALUATION

THREE DIMENSIONS OF IN-SERVICE EDUCATION

I Area(s) of Gifted & Talented

II Level • Entry & Expectancy Level of Participants

III Content-Specific Categories of Information Common to All Areas


I
High I.Q. - High Achiever
Bright Underachievers
High Intellectual Creativity
High Potential - Culturally Different
Musical Talent
Talent In The Visual Arts
Talent In The Performing Arts
Leadership
Other
II
1. Orientation
2. Design & Development
3. Implementation
A. Initiation
B. Up - Date
4. Leadership Training
III
Research
Philosophy & Objectives
Needs For Program
Screening & Identification
Planning & Placement
Administrative Design
Differentiated Teaching Strategies
Differentiated Curricula
Materials & Equipment
Transportation
Community Resources
Supportive Services
Legislation
Facilities
Administration & Supervision
Articulation & Coordination
Budget
Parent-Family Role
Community Relations
Other

APPENDIX C

Appendix C

REGIONAL CURRICULUM SERVICES UNITS

RCSU - North
240 South Harrison Street
East Orange, NJ 07018
(201) 266-8694

RCSU - Central
200 Old Matawan Road
Old Bridge, NJ 08857
(201) 390-6030

RCSU - South
RD 5, Box 635
635 North Black Horse Pike
Williamstown, NJ 08094
(609) 629-3133

BIBLIOGRAPHY

Baldwin, A. (1980). The Baldwin identification matrix, its development and use in programs for the gifted child. A paper presented at the Council for Exceptional Children, Philadelphia, PA.

Bishop, W. E. (1975). "Characteristics of teachers judged successful by intellectually gifted, high achieving high school students." In Barbe, W. B., & Renzulli, J. S. (eds). Psychology and education of the gifted. (2nd ed.) New York: Irvington Publishers.

Bolton, R. (1979). People Skills. Englewood Cliffs, NJ: Prentice Hall, Inc.

Clark, B. (1979). Growing up gifted. Columbus, OH: Charles E. Merrill.

Feldman, D. H. (Ed.). (1982). Developmental approaches to giftedness and creativity. San Francisco, CA: Jossey-Bass.

Friedman, M. I. (1984). Teaching high order thinking skills to gifted students. Springfield, IL: Charles C. Thomas.

Gallagher, J. (1985). Teaching the gifted child. (3rd Ed.) Boston, MA: Allyn and Bacon, Inc.

Hersey, P., & Blanchard Chard, K. H. (1982). Management of organizational behavior. Englewood Cliffs, NJ: Prentice Hall, Inc.

Kaplan, S. (1974). Providing programs for the gifted and talented: A handbook. Ventura, CA: Office of the Ventura County Superintendent of Schools.

Khatena, J. (1982). Educational psychology of the gifted. New York: John Wiley.

Maker, C. J. (1982). Curriculum development for the gifted. Rockville, MD: Aspen System Corporation.

Martinson, R. (1974). The identification of the gifted and talented. Ventura, CA: Office of the Ventura County Superintendent of Schools.

Renzulli, J. S. (1975). A guidebook for evaluating programs for the gifted and talented. Ventura, CA: Office of the Ventura County Superintendent of Schools.

Renzulli, J. S., & Smith, L. (1979). A guidebook for developing individualized education programs for gifted and talented students. Mansfield Center, CT: Creative Learning Press.

Renzulli, J. S., Reis, S. M., & Smith, L. M. (1981). The revolving door identification model. Mansfield Center, CT: Creative Learning Press.

Richert, E.S., et al. (1982). National report on identification: assessment and recommendations for comprehensive identification of gifted and talented youth. Sewell, NJ: EIC South.

Sergiovanni, T. J. (1982). Supervision of teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

Stanley, J. C., et al. (1978). Educational programs and intellectual prodigies. Baltimore, MD: John Hopkins University Press.

Treffinger, D., & Curl, C. D. (1976). Self-directed study guide on the education of the gifted and the talented. Ventura, CA: Office of the Ventura County Superintendent of Schools.

Treffinger, D. J. (1980). Encouraging creative learning for the gifted and talented. Ventura, CA: Office of the Ventura County Superintendent of Schools.

Treffinger, D. J. (1981). Blending gifted education with the total school program. Buffalo, NY: Center for Creative Learning.

Tuttle, F. B., Jr., & Becker, L. A. (1980). Program design and development for gifted and talented students. Washington, D C : National Education Association.

Verderberg, R. F. (1978). Communicate. Belmont, CA: Wadsworth Publishing Company.

Whitmore, J. (1980). Giftedness, conflict and underachievement. Boston, MA: Allyn and Bacon, Inc.

GUIDES IN GIFTED EDUCATION:

Staff Development

Reader Feedback

1. Which aspects of the staff development guide seem most appropriate to and applicable in your school district?

2. Which aspects will your district most likely implement?

3. For which aspects of staff development would your district need state or regional input?

4. What additional activities and training do you feel would be appropriate for inclusion in an updated version of Guides in Gifted Education on staff development?

Thank you for your contribution.

Return completed forms to:

New Jersey State Department of Education
Bureau of Academic and Cognitive Skills
Division of General Academic Education
225 West State Street, CN 500
Trenton, New Jersey 08625

RHH/ckb:1/2312j

This packet is part of the
New Jersey State Department of Education

Guides in Gifted Education.

Insert the packet directly behind the index marked,

Identification Procedures.

This sheet may then be removed.

GUIDES IN GIFTED EDUCATION:

Identification Procedures

Saul Cooperman
Commissioner of Education

Division of General Academic Education
Joel Bloom, Assistant Commissioner

Principal Author
Susanne E. Richert

New Jersey State Department of Education
225 West State Street
Trenton, New Jersey 08625

TABLE OF CONTENTS

Page

Introduction.. 1

What myths must be overcome in the identification of the gifted?.... 1

What are the principles of identification?.......................... 3

What cautions should be acknowledged in identification?............. 3

What are the three stages of identification?

Stage I: Nomination.. 11

Stage II: Assessment... 19

Stage III: Evaluation 45

Selected Bibliography... 59

Identification Procedures

Introduction

The function of careful and comprehensive identification procedures for the gifted is to serve as many students as possible who need special programs to develop their exceptional abilities fully and thereby ensure that they and society have access to their talents. The emphasis in identification procedures, therefore, should be on student need and program implications, rather than on categorizing or labeling. In education, the precise labeling and categorizing based on research hypotheses of giftedness are far less important than the educational purposes of identification.

What myths must be overcome in the identification of the gifted?

Identification must begin from a research-based definition of giftedness and a sound philosophy of the purposes of gifted education. Unfortunately, myths about the gifted and the nature of giftedness seem more prevalent than research-based information. These myths can be major obstacles in identification.

- The first myth that plagues gifted education is the assumption that the gifted can "make it on their own," or that giftedness is a totally innate ability. Research has proven otherwise (Marland, 1972). As with most other human abilities, giftedness is not just something that one is born with. Rather, it is an interaction between innate potential and learning or experience. The criteria applied in the identification of the gifted, therefore, must include those traits which are correlated with adult original contributions. Gifted programs must be designed to evoke that potential from students.

- Another widespread myth erroneously assumes that school achievement and I.Q. (which is related to school achievement) are indicators of giftedness. This myth is based not only on an ignorance of the data on the relationship among I.Q., school achievement, and giftedness, but on a misconception of the functional definition of giftedness in our culture or any other culture.

  In any culture, giftedness is operationally defined as original contribution to a field (Renzulli, 1978; Richert, 1982, 1986; Tannenbaum, 1983; and others). In other words, in life it is impossible to major in I.Q. Public methods of recognizing giftedness, such as Nobel Prizes and Pulitzer Prizes, are never awarded on the basis of a test score, school achievement, or a teacher's recommendation or evaluation.

Analytical studies of adults who manifest giftedness by making original contributions have repeatedly failed to show a direct correlation between either I.Q. or school achievement and giftedness (Terman, et al., 1925-1984; Marland, 1972). More recently, Sternberg (1985), Gardner (1983), Renzulli (1978), Tannenbaum (1983), Taylor (1983), and Richert (1986) have argued convincingly that intelligence is a multifaceted phenomenon and that academic achievement or I.Q. is a very limited and limiting indicator of exceptional intellectual ability.

As Calvin Taylor, et al., have written (1985),

> The notion that grades, based upon our lengthy schooling of many years, will automatically be good predictors of career and life performances of adults is one of the broadest and most unjustified assumptions in education.

- A third myth that many people erroneously accept is that creativity is relevant only in the arts. On the contrary, creativity is a specific kind of ability that can manifest in any field, from the sciences to the arts, and is a requisite component of giftedness in all areas of human endeavor.

  In addition, creativity in many cases is inversely correlated to I.Q. and/or school achievement. Torrance has reported, for example that up to 70% of exceptionally creative students (as measured by Torrance's tests of creative thinking) are excluded from gifted programs on the basis of I.Q. tests. Creativity is, therefore, a discrete ability that cannot be identified by measures of academic achievement. Rather than exclude students for underachievement, then, we should view their academic problems as potential indicators either of a greater student need or of deficiencies in the curriculum in either the regular classroom or the gifted program.

- A fourth myth, too often shared by parents and teachers, that is not only false but also elitist, is that gifted programs are rewards for good behavior or achievement in school and a privilege that can be rescinded if achievement drops. The only defensible argument for the expense of these programs is that students need those services. Gifted programs are no more rewards than special education programs are punishments for school achievement.

  The operational definitions of giftedness used for educational purposes by New Jersey and many other states, as well as by the U.S. Department of Education, present the research-based argument that the gifted are so exceptional that they need "differentiated" educational programs to develop their full potential. It is the purpose of gifted education, as well as special education programs, to develop the exceptional potential of each student.

What are the principles of identification?

The principles of identification reflect both the values inherent in our society and the underlying assumptions of researchers and experts.

- Advocacy

  Identification procedures should be designed in the best interests of all students.

- Defensibility

  The procedures selected should be based on the best available research and recommendations of experts representative of the field.

- Equity

  Students who are environmentally disadvantaged (through economic, cultural, or language differences) should not be excluded from services because of low scores on standardized tests.

- Pluralism

  Students with diverse, multiple abilities should also be found.

- Comprehensiveness

  As many categories of giftedness as possible should be included for programming in New Jersey, but minimally the three areas of intellectual giftedness (general intellectual, specific academic, and creative) must be considered.

- Pragmatism

  Practitioners should be able to use or modify the information and resources they already have on hand.

What cautions should be acknowledged in identification?

There are a number of cautions to be observed when developing equitable and comprehensive identification procedures. Among these cautions are:

1. Sequence is critical;
2. Staff development should precede the quest for tests;
3. Uses and abuses of identification must be understood;
4. Tests and procedures should not be misused;
5. Resources should not distort identification; and
6. Identification procedures should lead to matching student need and program options.

Caution One: **Sequence is critical**.

The review of common practices in identifying the gifted, conducted as part of the National Report on Identification (Richert, et al., 1982), reveals several recurring problems that lead planners off the track. In general, this confusion occurs because inadequacies in the staff training, program resources, or advocacy have distorted the proper order of planning priorities. Too often, in other words the "cart comes before the horse." A major caution for developing identification procedures, then, is to distinguish various stages in the process. Nomination, Assessment, and Evaluation must be sequential, each with its appropriate purposes, instruments, procedures, outcomes, and evaluation.

Caution Two: **Staff development should precede the quest for tests**.

If the staff involved in planning the identification procedures are not trained or do not understand the goals and principles of identification, then biases and improper practices are often an inevitable result. The most typical error is to initiate the identification process with an intense quest for tests which frequently results in a disregard for such issues as a defensible definition, the kinds of abilities to be sought, and the nature of program resources. The consequences of such misguided efforts can be biased procedures that exclude students gifted in certain domains or the disadvantaged and, ultimately, that produce a program without a purpose.

Caution Three: **Uses and abuses of identification must be understood**.

The Hippocratic injunction to "do the least harm" (in other words, not to make the patient worse) can also be applied to the education community. Identification procedures are intended to help students; but inappropriate procedures or inequitable practices can harm those included, as well as those excluded. Errors in selection through the use of biased procedures do more than simply deny services to gifted students who may need them. If selection for programming is not equitable or comprehensive (including all gifted students), then all students will be prey to the pernicious effect of distorted expectations, as demonstrated by Rosenthal (1968), Zimbardo (1973), and Milgram (1963).

Unless teachers, parents, and students understand that being placed in a program option is indicative of need rather than of superiority or of the reward for conforming to teacher requirements or certain modes of thinking, problems will be generated for students who are identified. Students identified as gifted may become elitist and evoke hostility from others, especially from other students. In addition, they also may be burdened by the unreasonable expectations which parents and teachers have for them and experience tremendous stress, insecurity, and feelings of inadequacy if they feel, as most people mistakenly seem to believe, that being gifted means excelling in all things at all times. The resistance of many students to being labeled is often an expression of their desire to avoid both alienation and overwhelming pressures to perform.

Labeling also can cause unnecessary problems for students excluded from programs. If students who are not identified end up feeling inferior, the procedure is unnecessarily damaging. All students, parents, and teachers should be given information so they understand that:

- students are being selected because they have special needs, not because they are superior;
- students who are not selected have not been identified either because they have demonstrated no special need or because there isn't enough available data; and
- no one can be labeled "non-gifted".

Most importantly, if programs are developed so that regular classrooms include some degree of differentiation for the gifted, then no student need be excluded from some services. As Carl Rogers has warned,

> We can choose to use our growing knowledge to enslave people in ways never dreamed of before, depersonalizing them, controlling them by means so carefully selected that they will perhaps never be aware of their loss of personhood (1969).

Educators, psychologists, and psychometricians by virtue of their professions have the power to make decisions which may have inexorable consequences for students. As decision makers, therefore, they must be mindful both of the developmental state of the art and of the possibly deleterious effects of mistakes. In such circumstances, as experts at the 1981 National Identification Conference agreed, if there are to be errors, they should be in the direction of over-inclusion, rather than of erroneous exclusion.

Finally, serious advocacy problems may occur if the parents, teachers, and students themselves (both in and out of the program) misunderstand the reasons for identification. If they assume that identification as gifted is a reward for a privileged group, this misconception may foster elitism and alienation which ultimately could jeopardize support for the programs. (See Chapter 7 in the National Report on Identification regarding planning for staff training and Chapter 6 for use of the regular classroom.

Caution Four: **Tests and procedures should not be misused**.

Experts at the 1981 National Identification Conference were most adamant in their criticism of the misuse of tests and procedures. No test or instrument should be used until its appropriateness has been confirmed. (See the listing of identification instruments, Table 1, pages 69-70).

The following is a list of the assessments which experts at the conference used to evaluate each instrument:

1. appropriateness for identification of giftedness in general; and
2. specific validity for:
    a. various categories of giftedness;
    b. various age levels;
    c. disadvantaged subpopulations; and
    d. the relevant stage(s) of identification.

Each test that a district considers using should be assessed for its specific validity on these four items. (Chapter 9 of the National Report on Identification offers descriptive sources, policies, administrative procedures, and data on the reliability and cautions for each of the tests listed. Chapter 7 gives details for assessing the appropriateness of most readily available tests and instruments.)

Caution Five: **Resources should not distort identification**.

Another problem with state or local educational agency procedures is the use of a specific percentage or cut-off score to determine the number of students identified as gifted, a practice that rests solely on the argument that there are resources for serving only a limited number of students. In this case, the resources are used prematurely as the identification criteria, without regard for student needs or benefits. Nothing in New Jersey state statutes limits districts to serving only the minimum 5% of the student population with gifted programs in general intellectual, specific academic, or creative domains. In fact, program options, such as cluster grouping in required or elective subject areas or modification of existing resources (see Chapter 7, National Report on Identification), actually are less expensive to operationalize for a larger percentage of students and should be considered.

The obvious pitfall of using resources as a reason to exclude students from the identification procedure is to include only a narrowly defined group at the nomination stage solely because a specific resource, such as a computer or art institute, is available. In this case, only those students who are high achievers in mathematics or art are identified, and the rest are implicitly and irrationally deemed "non-gifted" because their abilities are unrelated to a particular resource. Resources become relevant only at the second (assessment) stage of the identification process when student needs are matched with resources. (Chapter 7 of the National Report on Identification explains the steps for modifying existing resources or generating new ones to meet student needs.)

Caution Six: **Identification procedures should lead to matching student need and program options**.

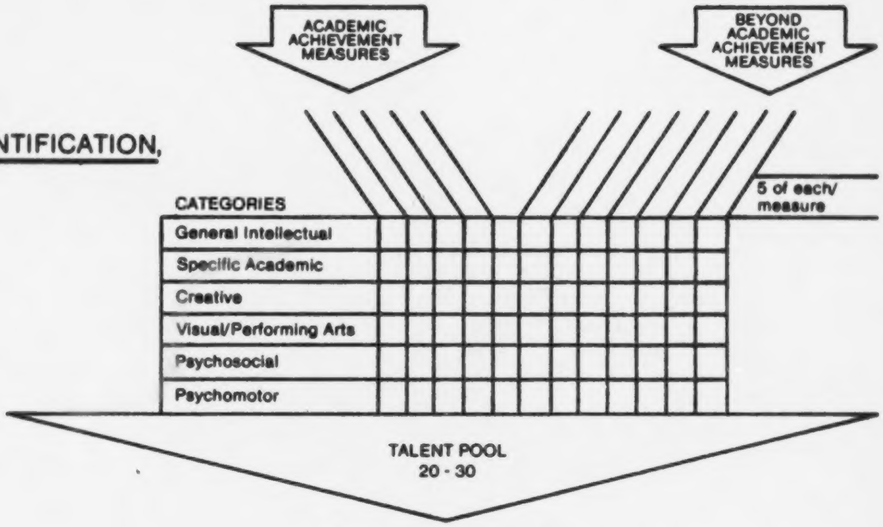
Another problem that can create further complications is a procedure that does not use data from the identification process to develop options and curricula related to student needs. For example, students may be identified for general intellectual ability, but they may be placed in programs in accelerated math or leadership without regard to their specific individual abilities and interests. The entire purpose of the second stage of identification, assessment, is to match student needs with program options.

3 STAGES OF IDENTIFICATION

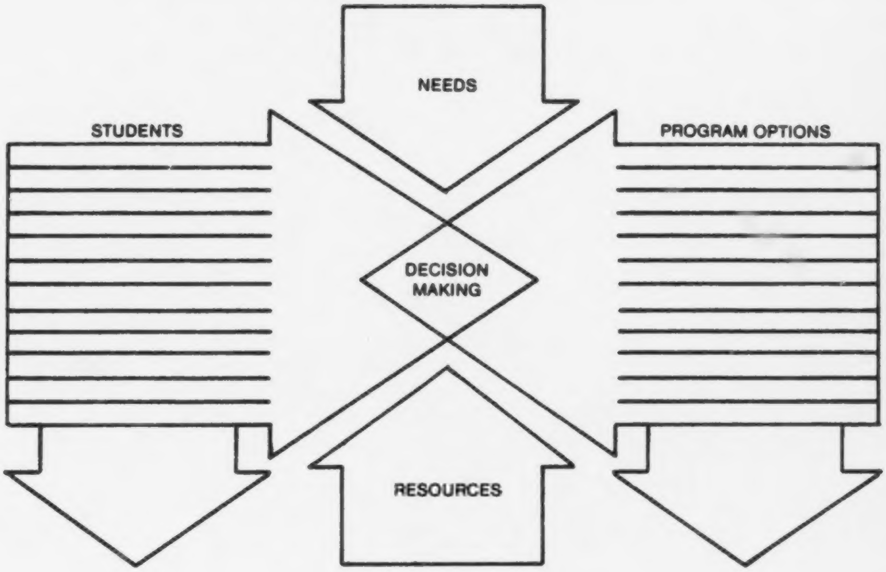
from NATIONAL REPORT ON IDENTIFICATION,

E. Susanne Richert

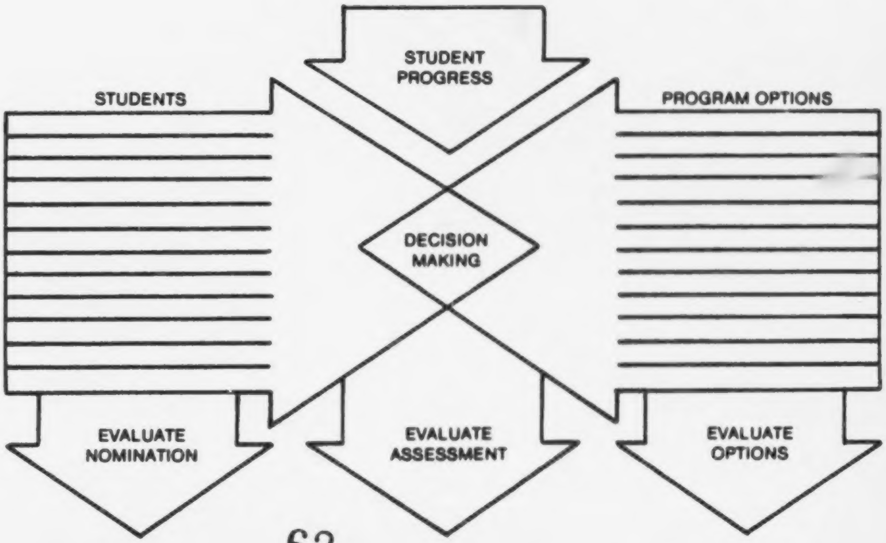
Stage I: NOMINATION


ACADEMIC ACHIEVEMENT MEASURES
BEYOND ACADEMIC ACHIEVEMENT MEASURES
5 of each/ measure
CATEGORIES
General Intellectual
Specific Academic
Creative
Visual/Performing Arts
Psychosocial
Psychomotor
TALENT POOL
20 - 30

Stage II: ASSESSMENT


NEEDS
STUDENTS
PROGRAM OPTIONS
DECISION MAKING
RESOURCES

Stage III: EVALUATION


STUDENT PROGRESS
STUDENTS
PROGRAM OPTIONS
DECISION MAKING
EVALUATE NOMINATION
EVALUATE ASSESSMENT
EVALUATE OPTIONS

I. NOMINATION

ACADEMIC ACHIEVEMENT MEASURES

BEYOND ACADEMIC ACHIEVEMENT MEASURES

CATEGORIES	Achievement Tests	I.Q. Tests	Grades	Norm Tests for Sub Pop's	Scales, Inventories, Checklists	Creativity Test/Scale	Product/Performance	Contest/Competition	Parent of Staff Nomination	Nomination by Trained Teachers	Culture Fair/Free tests	Developmental Curriculum
GENERAL INTELLECTUAL		+										
SPECIFIC ACADEMIC	+		+	+								
CREATIVE					+	+	+	+	+	+	+	+
VISUAL/PERFORMING ARTS					+	+	+	+	+	+		+
PSYCHOSOCIAL					+		+	+	+	+		+
PSYCHOMOTOR					+		+	+	+	+		+

5% of each Measure

TALENT POOL
20 - 30%

What are the three stages of identification?

STAGE I: **NOMINATION**

GOALS OF NOMINATION

The major goal of the nomination stage is to use unbiased, comprehensive procedures to find a group of potentially gifted students for placement in a nomimation pool. Selection for the pool is intended to serve as an indication of students' exceptionality and need for special services to fully develop their potential. Students may be exceptional or have potential in one or more areas of giftedness, and their extraordinary abilities may be evidenced by any of several academic or non-academic achievement-related procedures. At this initial stage, therefore, it is most crucial to avoid screening out various groups of disadvantaged students whose exceptionality is not revealed by traditional measures of school performance. In order to avoid such bias, nomination should recognize not only those approaches that are highly correlated with academic achievement, but also those practices that may indicate extraordinary ability apart from (or outside of) academic or other school-related performance.

NOMINATION TASKS

TASK I: Using Multiple Procedures for Entry into the Nomination Pool

A. Academic Achievement Measures

B. Beyond Academic Achievement Measures

TASK II: Utlizing Data from Multiple Procedures Appropriately

TASK III: Outcome of the Nomination Stage

TASK I: USING MULTIPLE PROCEDURES FOR ENTRY INTO THE NOMINATION POOL

The chart of the nomination stage on page 11 lists various ways in which students can enter the nomination pool Multiple practices are necessary to find students needing services:

- in each category of giftedness;
- for each disadvantaged group; and
- for each grade level in the school system.

Although multiple procedures are necessary at all three stages, in the nomination stage, when the objective is inclusion of students who possess any one or several of a broad range of exceptional abilities, multiple measures or procedures for identifying both school and non-school-related giftedness are critical. Exceptionality (for convenience, statistically defined as approximately the top 5%) in any single measure or procedure, whether school-related or not, should be sufficient for inclusion in the selection pool.

A. Academic Achievement Measures

Students who are achieving in academic skills will be nominated by one or more procedures. Group I.Q. tests and standardized achievement tests are the most common ways of nominating students and are very effective in finding academically achieving gifted students in the first two categories of intellectual giftedness. Grades and teacher recommendations are, of course, highly correlated. Teacher "recommendations" are distinguished here from teacher "nominations." In the first case, teachers are asked, without any reference to specific traits or behavior, simply to name "gifted" students in their class. The result tends to be the recommendation of students with the best grades or test scores which already reflect teacher evaluations and, to a great degree, student conformity to teacher expectations. Teacher recommendation, therefore, is both an unnecessary and biased procedure that is best avoided except when it is used to add students who transfer from other districts after the identification procedure has been completed for that year. Teacher nominations, on the other hand, when structured appropriately to include behaviors apart from academic achievement, serve as a promising practice for identifying the disadvantaged.

B. Beyond Academic Achievement Measures

The Matrix of Promising Practices (Table 2, page 71) depicts the range of practices, the groups of disadvantaged, and the categories of giftedness for which various nomination procedures are appropriate. (Chapter 6 of the National Report on Identification details the wide range of promising practices available for finding those gifted students whose exceptionality is not evidenced by traditional measures of academic achievement. These procedures should not be used without referring to the advantages of and cautions for each, listed in Chapter 6.) Districts should decide which will be possible for them to use, short- and long-range.

Short-range procedures are those which include readily available data or minimal changes in existing structures and are obviously the most desirable. But to avoid blatant bias against various groups of disadvantaged students at all grade levels, a minimum of two promising practices are necessary:

1. Teacher nomination that includes these qualifications:
    a. a research-based, not committee-developed, checklist;
    b. a list that includes "negative", unexpected characteristics of the gifted (Chapter 6 of the National Report on Identification includes two such forms); and
    c. teacher training on "negative" characteristics.
2. In districts with poor or minority students, re-norming for subpopulations is a quick procedure for making existing test data equitable for at least general intellectual and specific academic ability.

Other practices recommended by the panel of experts convened at the National Identification Conference include the following:

1. At the elementary level, parent nominations are very useful, as are student self-nominations in the later grades.
2. At any grade level, peer nominations are useful for finding leadership ability.
3. At the middle and secondary level, self-nomination for specific program options that are clearly described is highly predictive of success. (An interview protocol for self-nominated students and procedures for evaluating interview data are included in Chapter 6 of the National Report on Identification).

TASK II: UTILIZING DATA FROM MULTIPLE PROCEDURES APPROPRIATELY

The national panel of experts stressed that adding or weighting scores on measures or procedures assessing different abilities or traits is inappropriate at the nomination stage for several reasons. First, there is little empirical evidence as to either the correlation or relative importance of different traits or whether they develop at the same rate. Second, adding results of various procedures or measures is questionable since that is the equivalent of adding apples and oranges, i.e., the range, the standard deviations, reliability, and construct and content validity of different tests, regardless of formal and informal procedures, are not equivalent.

In looking at these data and deciding who should be placed in the pool, keep in mind that giftedness is a multifaceted phenomenon, with experience and personality factors playing a part, as well as innate abilities. Although balanced development of various cognitive and affective traits (for example, of characteristics that Renzulli and others have identified in gifted adults: above-average ability, creativity, and task-commitment) is the objective of good programs for the gifted, there is no evidence to indicate that in children these traits develop at the same rate. Those few students in whom they do develop concurrently should, of course, be included in the nomination pool, but not to the exclusion of other students with exceptional potential.

The purpose of identification is to find not only those who have achieved this balance, but also all those who have the potential that a good program can evoke. Otherwise, programs will fall back into the sterile trap of rewarding the few gifted students who succeed in attaining their potential in spite of the system, and we again will lose the unusual, extraordinary abilities of various kinds of disadvantaged students whose experience or exceptionality creates obstacles they cannot overcome by themselves.

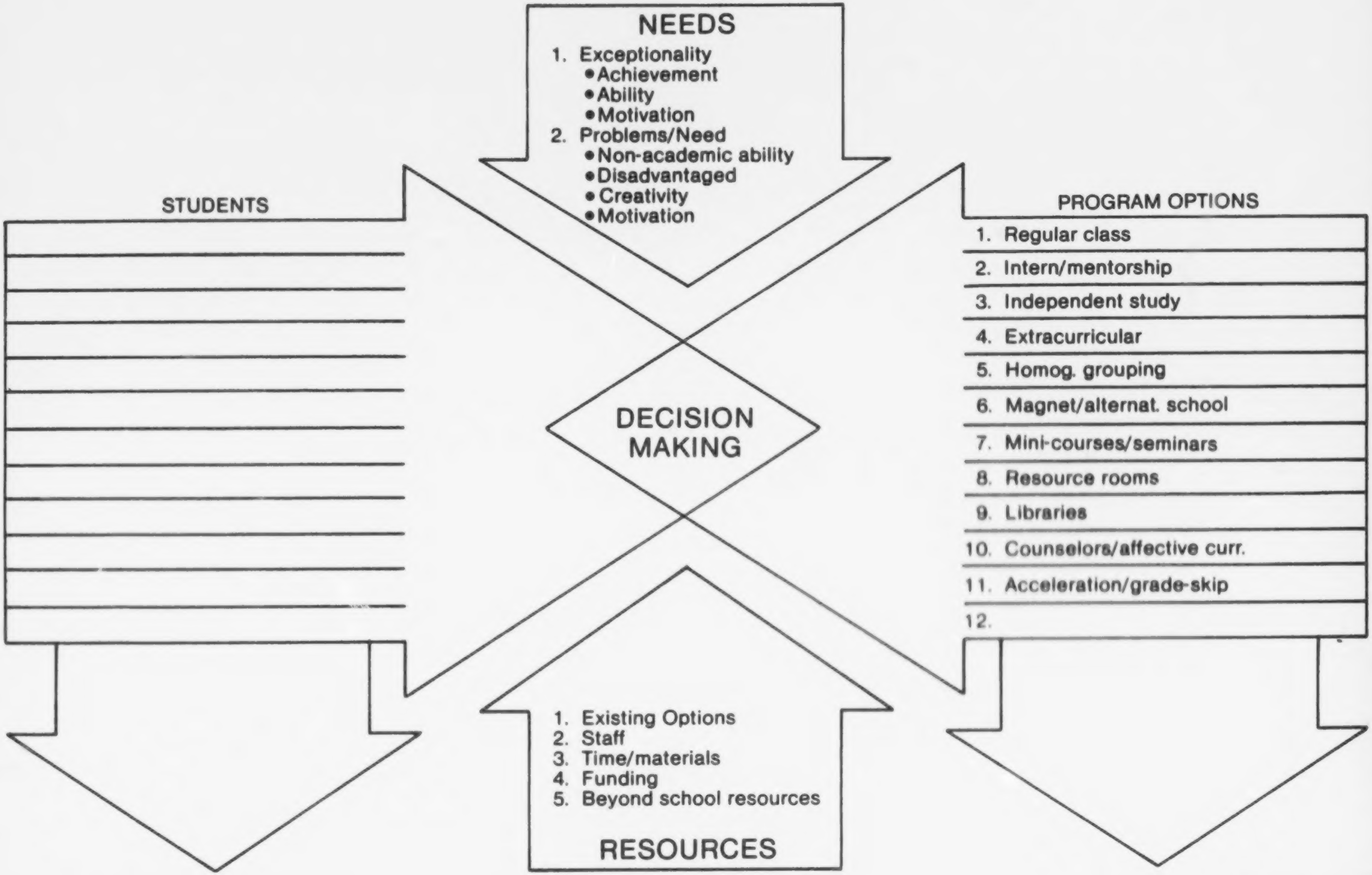
Furthermore, beyond a threshold level, it is not true that students who score higher on achievement measures necessarily have greater gifted potential than those who do not. It may just be that the more prevalent measures or observers recognize only a particular kind of giftedness, that is, that several of the procedures really assess the same single ability. For example, an intellectually gifted student who is achieving in school will tend to be nominated into the pool by several of the school-related procedures, including group I.Q., achievement tests, teacher recommendations, parent nomination, and possibly such practices as self-nomination since success in school might generate a positive self-concept. This does not mean that the student is necessarily more gifted than the student who enters the pool via just one procedure, such as self-nomination.

Keep in mind that all of the definitions of giftedness have in common the concept of exceptionality as indicator of both potential and need. We are seeking not just the teacher-pleasers or well-rounded Jacks/Jills-of-all trades (though they will not necessarily be excluded), but also those individuals who are so different in the level of specific (or several) abilities that they need specialized educational services to fulfill their potential.

TASK III: OUTCOME OF THE NOMINATION STAGE

If both academic and non-academic practices are used effectively, the outcome of the nomination procedures should be an unbiased and comprehensive pool of 15-30% of the school population. This pool will include about the same proportion of economically or culturally disadvantaged as the total school population and comparable proportions of students in each of the three categories of the state definition. The nomination pool can then be expected to include almost all of those students who are exceptional or have potential in the three areas of giftedness - general intellectual, specific academic, or creative ability. If the areas of psychosocial and visual and performing arts ability are included, the pool may constitute up to 30% of the school population.

II. ASSESSMENT


NEEDS
1. Exceptionality
•Achievement
•Ability
•Motivation
2. Problems/Need
•Non-academic ability
•Disadvantaged
•Creativity
•Motivation
STUDENTS
DECISION MAKING
PROGRAM OPTIONS
1. Regular class
2. Intern/mentorship
3. Independent study
4. Extracurricular
5. Homog. grouping
6. Magnet/alternat. school
7. Mini-courses/seminars
8. Resource rooms
9. Libraries
10. Counselors/affective curr.
11. Acceleration/grade-skip
12.
1. Existing Options
2. Staff
3. Time/materials
4. Funding
5. Beyond school resources
RESOURCES

STAGE II: **ASSESSMENT**

GOALS OF ASSESSMENT

The goal of this stage essentially is to assess gifted students' needs for programming purposes. The point is not to determine who is "more" or "less" gifted, but to clarify who has the greater needs and where these needs may best be met. Data are gathered for these objectives:

- to select appropriate program options for students;
- to facilitate individualizing the cognitive and affective components of the curriculum within program options; and
- to modify or develop options to better meet student needs.

This stage should result in an effective match of student needs, interests, and abilities with a variety of program options and resources.

ASSESSMENT TASKS

TASK I: Gathering Data

A. Data Readily Available

B. Essential Data About All Students
   1. Academic Potential
   2. Creativity, Products and Performance
   3. Social/Affective/Motivation/Interests
   4. Interest and Learning Styles

C. Data Required by Program Options
   1. Data Essential for Each Program Option
   2. Particular Data Required by Different Program Options

TASK II: Organizing Data on Student Needs

TASK III: Assessing Data on Student Needs: Matching Needs and Program Options

A. Students' Strengths and Exceptionality

B. Analysis of Weaknesses or Problems

TASK IV: Making Decisions: How to Apply the Assessment Data

TASK I: GATHERING DATA

Before embarking on a spree of testing or other means of assessment, consider the rationale for this effort. Three categories of data are necessary.

- useful information which is already available;
- some data which is necessary for all students so their needs may be met; and
- some specific program options which may require particular abilities, interest, motivation, or need.

A. Data Readily Available

The ease of using readily available data is a practical reason for its inclusion. Data may already be on hand, having been acquired either as part of the nomination stage or as part of a student's school record. In addition, students whose products were not evaluated for nomination purposes because they qualified for the pool through other procedures may have exceptional or creative products, such as portfolios (for the arts), records of achievement (for leadership), or auditions (for the performing arts), for which they may simply be asked to supply any available evidence of exceptional student ability.

B. Essential Data About All Students

The fewer program options available from which to select, the more individualization will be necessary to meet each students's needs within each option.

Information on academic potential, creativity, or productivity, as well as affective and social needs and interests, is essential for all students for these purposes:

- **to match their needs with appropriate services;**
- **to provide teachers responsible for program options with the data necessary for further individualization within the options;**
- **to establish baseline data to measure student progress; and**
- **to assess the appropriateness of options for gifted students.**

1. ACADEMIC POTENTIAL

I.Q. Test

Short Single Score

I.Q. Test Diagnostic

Achievement Tests

Information about students' cognitive abilities or achievement and I.Q. scores and grades is useful, not for the screening out of the "less gifted", but for diagnostic purposes.

Other testing may be necessary for some students as a means of ascertaining whether they are ready for program options that are highly academic (such as acceleration) or that require advanced analytical or research skills (such as independent study or advanced seminars); or whether they need other kinds of options, including remediation.

Data about students' academic abilities or potential is essential for assessing three kinds of needs:

- **extraordinary intellectual achievement requiring very specific program options.**

  Extremely diverse abilities may be obscured, even among students in the 98th and 99th percentiles. Students scoring in the top 1-25% on achievement tests, therefore, should undergo additional testing at the next highest level to assess the degree of advancement or the curriculum level that they need in any program option.

- **biases that might have obscured the academic potential of disadvantaged students.**

  Many tests of academic achievement or aptitudes, including some I.Q. tests, are biased against certain disadvantaged groups and may fail to reveal their academic potential. As Chapter 5 of the National Report on Identification indicates, students may be disadvantaged in many ways; but often these stem from their environmental context. Students may be disadvantaged because they are poor, rural, or urban or because they are members of a cultural or language minority. For these students, only the tests normed for their subpopulation or those not biased against them should be used. (See Chapter 6, section VI, of the National Report on Identification, for various unbiased testing procedures.)

- **any disabilities that might be obstacles to full development of students' strengths in areas other than academic.**

For students whose strongest abilities are not academic, the realization of exceptional potential may be hampered by limitations in some academic areas. Students scoring below the 80th-85th percentile should be tested with instruments that will provide a diagnostic assessment of their cognitive strengths and weaknesses, not to identify them as underachievers, but rather to determine the remediation essential for their development. Several individualized I.Q. tests provide such information. Most useful during this assessment stage, however, is the SOI since it offers profiles of both convergent and divergent thinking abilities. (For further discussion of testing for this group of gifted students, see Chapter 6 of the National Report on Identification).

If testing reveals significant deficiencies in academic achievement, then it points to a need for individualized remediation. For most gifted students, however, remediation in the basic or certain cognitive skills should not be done in the traditional rote way. It makes sense to assume that, for exceptional students who have not responded to the instructional approach prevailing in the regular classroom, **more of the same will not help**. Basic skills ideally will be dealt with as any other higher level skill for the gifted, as a means, not an end, and as part of a project or assignment that incorporates the individual student's interests and strongest learning styles. (For further suggestions on teaching the basics, see Richert, 1981a, 1981b).

Other students who are underachieving may be unmotivated, or they may be inhibited by group tests, regardless of their environmental experiences. Among these students may be the exceptional intellectually gifted who languish from a lack of challenge in a heterogeneous grouping or group setting. Individual I.Q. or achievement tests will indicate their abilities more accurately.

2. CREATIVITY, PRODUCTS, AND PERFORMANCE

Creativity Test

Product/Performance

Checklist/Observation

Contest/Competition

Self-Nomination

Interview/Biog. Inventory

Self-Concept Inventory

Information about the creativity of students in any field may be gathered in a variety of ways. The nomination stage may have elicited information from teachers or parents through the use of nomination forms, checklists, inventories, or scales; the presentation of a product or evidence of a performance; contests or competitions; self-nomination; an interview; or a creativity test. Any one of these can serve at this stage as a means for assessing the creativity or originality of students. Products or performances may be used as the measure by which to evaluate the level of development or achievement in the arts or in psychomotor or psychosocial areas.

For students entering the nomination pool through a test score or one of these other methods, some additional assessment of student's creativity may still be necessary since creativity is recognized at least implicitly in almost all definitions of giftedness. If nomination data did not yield this information, then any of the methods, from testing to product evaluation, may be done at this stage. In all likelihood, an abundance of information is available simply by means of an assessment for level of ability, originality, and productivity. (Checklists for evaluating various products appear in Richert, E.S. 1979. Gifted and Talanted - Evaluation Handbook. Sewell, NJ: Educational Improvement Center).

3. SOCIAL/AFFECTIVE/MOTIVATION/INTERESTS

Self-Nomination

Interview/Biog. Inventory

Self-Concept Inventory

Interest Inventory

Learning-Style Inventory

Parent Checklist

Grades

Other

Unquestionably, the development of students' psychological and interpersonal skills should be included as objectives of a gifted program. Diagnostic information on these skills, therefore, can serve both to determine needs and to establish "baseline" data that can be used to measure their growth in these areas later. Particularly critical is information on their self-concept, independence, motivation, and relations with others.

When obtaining such information, several cautions should be kept in mind, however. Such information is highly personal; and to protect students, the results of any such checklists or inventories should be kept strictly confidential. A good practice would be to save answer sheets for one year to record growth, and then to destroy them or give them to the students. To minimize the Pygmalion Effect (students meeting teacher expectations, even if inaccurate, Rosenthal, 1968), only those teachers with training in the characteristics and needs of the gifted should have access to such information.

In addition to providing baseline data for measuring affective growth, diagnostic information also helps to determine the degree of a student's need for special group or individual counseling and to place the student in program options where this can occur. Students' affective needs may be met in ways other than formal counseling sessions which only students with critical problems require. The most effective and comprehensive approach for students without severe emotional problems is to infuse an affective component into each program option. This is most easily done with interdisciplinary options, such as a humanities program in which self-understanding and communication are intrinsic to the content. Development of self-esteem and relations with others is possible in internships, mentorships, or any other option where small group (two to five people) activities provide a structure conducive to building trust, openness, and cooperation.

Information on motivation and independence, traits which develop at different rates in different individuals, is useful for determining suitable program options and the support, encouragement, or freedom students will need to be productive in various assignments. Interviews, checklists, and inventories can be sources for this data. (For self-concept inventories, see Chapter 9, National Report on Identification.)

4. INTEREST AND LEARNING STYLES

For all gifted students, as much as for those in need of some remediation, interests and learning styles have both cognitive and affective components; and information on these should be collected (if it was not acquired during nomination). A variety of forms or methods to discover students' interests are available. (A convenient short form is the Self-Nomination or Interview Protocol, included in Chapter 6 of the National Report on Identification. Another more extensive form that will yield much useful information is the "Interest-alyzer" developed by Renzulli.) Students who write can fill the forms out themselves. For those who cannot yet write or who may be reluctant to record out-of-school achievements, an interview with a sympathetic and enthusiastic teacher or counselor will be a great deal more effective than any written form that looks too much like a test.

An extremely useful approach to individualizing, one that is appropriate for use with all students and not just the gifted, is to analyze students' learning styles. The most sophisticated and best research instrument, often used in business and industry, is the Myers-Briggs Type Indicator (Briggs and Myers, 1976), a complex, but clear approach, based on the psychoanalytical theories of Carl Jung, that has inspiring implications for a holistic curriculum for the gifted. Middle and high school gifted students are particularly responsive to both the test and its results, and in some gifted programs, analysis of results and their applications to school and personal relationships have become an important part of the affective component of a curriculum for the gifted (see Alvino, Project AEGIS, 1981). Although its complexity and practical implications are fascinating to gifted students, however, the relatively inexpensive Myers-Briggs tests must, nevertheless, be professionally scored.

Other instruments, which yield both learning style preferences and correlating teaching strategies, that are easier to score (most are self-scoring) have been developed by Renzulli and Smith (1978), Dunn and Dunn (1978), Gregorc (1979), Silver and Hansen (1982), and McCarthy (1981).

The information on learning styles should be used to let students know more about themselves and to reinforce their strengths and exceptionality through appropriate teaching strategies, not to balance out their weaknesses.

C. Data Required by Program Options

1. DATA ESSENTIAL FOR EACH PROGRAM OPTION

The information collected to assess student potential, creativity, motivation, and interests is essential for determining appropriate program options and for individualizing within those options. Since motivation is necessary for productivity or performance at a high level, interest is a key factor for successfully matching student needs with program resources. The simplest and best way to determine this match is to inform students of the nature and requirements of appropriate options and have students indicate which options they prefer. Like self-nomination, self-selection does not obviate professional responsibility, it compliments it by engaging the task commitment and initiative of the gifted in the selection process.

For very young students who may not fully understand their program options, the information about interests and learning styles that is provided by the student or parents should have the greatest weight in determining placement.

With each program option, it is important for the staff responsible for that option to have the assessment data essential for individualizing the curriculum. This information about student interests, learning styles, self-concept, and interpersonal relations will enable staff not only to integrate student needs in these areas, but also to evaluate the development of these through the program.

2. PARTICULAR DATA REQUIRED BY DIFFERENT PROGRAM OPTIONS

Some options are very flexible and can integrate a broad range of abilities, interests, and motivation. Among these are options in which the content is interdisciplinary; where there is cross-age grouping; or where the focus is on small group research, problem solving, or projects that are student initiated.

Certain other program options, on the other hand, have objectives that may require students to have a specific entry level of achievement, interest, motivation, or independence. The following are examples of such program options although the list is not meant to be exhaustive.

a. Acceleration

Various forms of acceleration, such as early enrollment in or exit from school, advanced placement, grade skipping, or a curriculum that compresses two or more years of content and skills in less than one year, have very specific cognitive and affective requirements. Ability requirements are the most stringent. Generally, only those students from the nomination pool who are high achievers, in the top 1-2%, or working two or more years above grade level on standardized tests are able to handle the pace. Students scoring in the top 1-2 percentile of achievement tests should be given additional testing at the next highest level to determine the level of acceleration they can handle.

In addition, for grade skipping or early enrollment in or exit from school, emotional maturity and emotional need should also be assessed. Maturity can be gauged not by how well the students get along with same-age friends who are not gifted, but rather whether they prefer the company of adults or have older friends outside of school.

Some forms of acceleration need not require good grades in school. For grade skipping, a telling indicator of critical need is poor grades or performance in class contrasted by extraordinary performance on I.Q. or achievement tests.

For any form of acceleration to succeed in evoking exceptional abilities, students' motivation and interest should be evidenced by their choice of one particular option among several without undue pressure from parents.

b. Extensive out-of-school learning experiences

Internships, mentorships, community focus, and distributive or cooperative education require students:

- to be mature enough to spend a great deal of time outside of school without teacher supervision and
- to have an intense specific interest in the content of the out-of-school experience so they can maintain motivation over the length of the project.

Relevant data to be assessed include:

- age (not earlier than middle school age for all but the most mature students);
- self-selection for this option and willingness to negotiate a major portion of an agreement (in effect, a "contract") with the resource person as an indicator of the independence, interest, and motivation necessary to make it a successful endeavor.

c. Independent study

Since most gifted students do have the potential and desire for independent study, this certainly should be a component in most program options so that students do develop the ability to carry out high level, original, small-group and individual projects. Students must have extensive guidance in planning and evaluating their work, locating and using resources, and developing research skills before embarking on independent study, however, for those who have not already demonstrated this capacity are unlikely to learn to do so by themselves.

To avoid experiences of extreme frustration and failure, therefore, an assessment of study, research, planning, and evaluation skills ought to be made. There are several ways of doing this; the simplest is to ask students to bring in and evaluate some independent project they have already worked on. (Several checklists dealing with these skills have been collected in Richert, 1978, Gifted and Talented-Evaluation Handbook).

d. Special counseling

Special counseling provisions should be required for students who have emotional problems that surface through self-concept inventories, extremely disruptive behavior, teacher/counselor referrals, or special counseling referrals.

TASK II: ORGANIZING DATA ON STUDENT NEEDS

From a review of identification practices and consultation with hundreds of practitioners seeking technical assistance, it is evident that one of the most puzzling tasks in identification is organizing and assessing all information that has been gathered. It is all too easy to get bogged down in the quagmire of data. To address this problem, various worksheets, matrices, and sample forms are offered as a way of organizing and assessing the data collected.

A Matrix for Summarizing Identification Data collected for each student during the nomination and assessment stages is provided on the next page and may be used in the following way:

1. Record the date.

2. List each student in the nomination pool, with his/her age.

3. Enter specific scores or include alternate assessments in each category, using a + to indicate positive data and a - to note negative data in these three areas:

- Academic potential;
- Creativity, visual/performing arts;
- Social, affective, motivation, and interest data.

4. Record comments about strengths, special interests, or needs.

from NATIONAL REPORT ON IDENTIFICATION, E. Susanne Richert

MATRIX for

SUMMARIZING IDENTIFICATION DATA

Date ____________________

	ACADEMIC POTENTIAL			CREATIVITY/ VISUAL/PERFORMING ARTS				SOCIAL/AFFECTIVE MOTIVATION/INTEREST								COMMENTS
STUDENT (AGE)	I.Q. Test - Short Single Score	I.Q. Test Diagnostic	Achievement Tests	Creativity Test	Product/Performance	Checklist/Observation	Contest/Competition	Self-Nomination	Interview/Biog. Inventory	Self-Concept Inventory	Interest Inventory	Learning-Style Inventory	Parent Checklist	Grades	Other	Strengths/ Interests/ Problems/ Needs
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																
11.																
12.																
13.																
14.																
15.																
16.																
17.																
18.																
19.																
20.																

TASK III: ASSESSING DATA ON STUDENT NEEDS: MATCHING NEEDS AND PROGRAM OPTIONS

Matrices A and B for Matching Need and Program Options (See pages 34 and 35) are offered as pragmatic guides through the labyrinth of identification information on gifted students. The various data are organized into a needs assessment. Based on research and the principles of identification, two significant indicators of need are included:

1. strengths, defined as exceptionality since it is assumed that the more different a student is from his or her classmates, the greater the need for modifying the curriculum; and
2. weaknesses, or problems that may be obstacles to the full development of exceptional potential.

The intention is to highlight and assess those factors that will facilitate the selection of appropriate program option(s) and help the educator responsible for those options to meet each student's needs.

MATRIX A for MATCHING NEED and PROGRAM OPTIONS

NATIONAL REPORT ON IDENTIFICATION, E. Susanne Richert © 1982

Student ______________________

Grade __________ Date __________

INDICATORS of STUDENT NEED: I. STRENGTHS/ Exceptionality	*DEGREE	OBJECTIVES of PROGRAM OPTIONS** 1. Regular class	2. Internship/mentorship	3. Independent study	4. Extracurricular	5. Homogeneous grouping	6. Magnet/alternat. school	7. Mini-courses/seminars	8. Resource Rooms	9. Libraries	10. Counselors/affective curr.	11. Acceleration/grade-skip	12.	13.	14.	15.	COMMENTS
• A. Achievement/ performance 1. Intellectual/Academic																	
2. Creativity																	
3. Leadership/Psychosocial																	
4. Visual/Performing Arts																	
5. Other (psychomotor, etc.)																	
• B. Motivation																	
• C. Learning Styles																	
• D. Interests																	
• E. Preferences																	
• F. Other																	
Sub-Totals																	

*DEGREE of Need
● = None
† = Average
†† = Significant/major

**DEGREE of EMPHASIS on Student Need
● = No relationship
† = Some
†† = Major focus

MATRIX B for MATCHING NEED and PROGRAM OPTIONS

NATIONAL REPORT ON IDENTIFICATION, E. Susanne Richert © 1982

Student ____________________

Grade __________ Date __________

INDICATORS of STUDENT NEED: I. PROBLEMS/Weaknesses	*DEGREE	OBJECTIVES of PROGRAM OPTIONS**															COMMENTS
		1. Regular class	2. Internship/mentorship	3. Independent study	4. Extracurricular	5. Homogeneous grouping	6. Magnet/alternat. school	7. Mini-courses/seminars	8. Resource Rooms	9. Libraries	10. Counselors/affective curr.	11. Acceleration/grade-skip	12.	13.	14.	15.	
• A. Academic																	
• B. Creativity																	
• C. Motivation																	
• D. Emotional/Behavioral																	
1. Disruptiveness																	
2. Isolation/alienation																	
3. Self-esteem																	
• E. Disadvantages																	
1. Poverty																	
2. Minority race/culture																	
3. Limited-Engl.-speaking																	
4. Physical handicaps																	
5. Learning disabilities																	
6. Others																	
Sub-Totals																	

*DEGREE of Need
● = None
- = Need
-- = Significant/major

**DEGREE of EMPHASIS on Student Need
● = No relationship
- = Some
-- = Major focus

The following are directions for using Matrix A and Matrix B, Matching Student Need and Program Options. Matrix A serves to organize information on indicators of student strengths; Matrix B functions for organizing data on student problems and/or weaknesses.

Step 1. Develop a set of matrices for each student, entering the student's name and grade and inserting the date in the upper left corner of each sheet.

Step 2. In the left vertical column of the matrix, insert the assessment data for that student from the Matrix for Summarizing Identification Data (see page 32). Rate each score or category of data according to the key at the bottom to indicate the intensity or degree of need.

The following information should be examined (outline follows format of the matrices).

I. **Student's Strengths and Exceptionality** (Matrix A)

A. Areas of unusual achievement or performance.

1. Intellectual or academic abilities may be manifested through various achievement or I.Q. test scores.

2. Creativity or originality may be revealed by behavioral checklists, nominations, creativity tests, products, or performances.

3. Leadership or psychosocial skills may be indicated by specific accomplishments, such as an elected or self-determined role in a group; behavioral checklists; peer, self, or teacher nomination for this ability; sociograms; etc.

4. Visual or performing arts abilities may be indicated by a portfolio, performance in an extracurricular activity, or audition.

5. Psychomotor abilities may be indicated by extracurricular activities, whether a formal school sport or a self-initiated lesson or interest in dance, gymnastics, or running; or by a gym teacher's nomination.

B. Indicators of motivation, task commitment, or productivity include checklists, nominations, observations, reports (sometimes by students themselves), and self-initiated achievements (particularly out of school).

C. Learning styles may be analyzed by inventories, self-reports, observations, etc. (Indicate the most effective or preferred learning style in the matrix.)

D. Areas of intense interest may be expressed by students. (Insert subjects/topics/areas of interest in the matrix.)

E. Students should be asked to identify in rank-order their strong preferences for specific program options as an indication of their motivation and potential for success within a particular option. Scoring should reflect student preferences. A simple way to do this is to list all program options available at each grade level (even if there is but one) and have students indicate their preferences on the following scale: 0 (no interest), 1 (some interest), 2 (high interest), 3 (strongest interest). Very young students may simply be asked their preferences in a brief interview. These preferences then should be noted in the appropriate places in the matrix.

II. **Analysis of Problems and Weaknesses** (Matrix B)

These should be defined as below average or failing performance (not as below exceptional) in all areas of intellectual or personal growth. It is a distortion to label students as underachievers just because they are not gifted in every way. The purpose here is to find those areas that may be obstacles to extraordinary achievement in their areas of strength, not to emphasize weaknesses or to create a "well-rounded" student.

A. Academic problems:

Consistent below-average performance on achievement tests, grades, etc., may hinder achievements in other areas. Typical, particularly for highly creative students, may be problems with basic skills, especially at the elementary and middle school levels if the teaching approach exacts rote learning that is unrelated to the topics that interest the student. Problem areas may include:

- poor basic skills performance in class,
- low scores (below 70th percentile) on achievement or I.Q. tests.
- poor grades (C or failing).
- other

B. Underdeveloped creativity.

Risk-takers and teacher-pleasers may not have developed their potential for creativity, primarily because tests and institutions rarely reward risk taking or original thinking. These students sometimes approach a gifted program, therefore, with the programmatic survival tactic of asking, "What do I do to get an A?" which unfortunately is counter-productive to the development of their creativity. If, after all the data is collected on an achieving gifted student, there is no evidence of original or creative self-initiated activities (other than those required by school assignments), there may be a need to encourage some creativity since a total lack of originality in any area, from the sciences to the arts, will preclude creative production.

C. Motivational problems.

Although productivity, task commitment, self-initiative, and self-discipline are personality factors that some researchers attribute to heredity, these can, nevertheless, be encouraged or hampered. These are students who may enter the pool because of extraordinary I.Q. scores or creative behavior, but who seem incapable of the persistence and real effort necessary for excellence in any field of human endeavor. Students, who have demonstrated ability, but seem to have problems applying it to production or performance, evidence the need for support in developing planning, study, research, and self-evaluation skills. High scores on I.Q. or creativity tests or behavioral checklists, but apparent lack of productivity in school, may be an indication of problems that require attention.

D. Emotional or behavioral problems.

1. Disruptiveness in class: Various behavior problems in the classroom can be obstacles to a student's development of potential or success in a gifted program if they are not attended to. Complaints about disruptive or rebellious behavior should not be sought directly from teachers, parents, the person responsible for discipline, or guidance personnel because of the danger of labeling or the Pygmalion Effect (Rosenthal, 1968). Asking teachers whether students who were nominated for the pool are trouble-makers is a poor empirical method, akin

to asking patients using a new drug if they have any of 100 side effects which are then read to them. Any gifted student can be expected to be irritating at some time.

Two other methods can elicit the names of students with serious problems. Data such as a teacher checklist on creativity which includes "negative" characteristics should be examined for indications of problems requiring attention. Also teachers and other staff and even parents can be expected to volunteer complaints once students in the nomination pool have been identified.

2. Severe isolation or alienation from classmates: Gifted students need not be popular, but a total lack of friends or allies in class indicates an urgent need.

3. Problems with self-esteem: Information about important affective problems might be found in self-concept inventories or interviews. At the secondary or late middle school level, when many adolescents are going through turmoil and are vulnerable to suicide, extremely low scores on self-concept inventories should alert educators to the need for some counseling or other means of help, such as affective strategies incorporated into the curriculum. Obviously, students whose emotional problems have been recorded by child study teams or reported by parents require special emotional support.

E. Disadvantages: Research indicates that several disadvantages actually are obstacles to the development of exceptional potential. The following conditions evidence urgent needs for special services:

- poverty (qualifying for Title 1, for example);
- member of a minority culture or race;
- limited English speaking ability;
- physical handicaps;
- learning disabilities; and
- other problems suggested by student, teachers, or parents.

In scoring these disadvantages, give students the benefit by assuming that any one is a seriously handicapping condition unless there is very strong evidence to the contrary for an individual student, such as extraordinary achievement in and out of school (in which case, he or she will get maximum points for strengths).

Once all of the data have been entered on a student's strengths and exceptionality and problems or weaknesses, you are ready to summarize that information for each vertical column on Matrix A and Matrix B.

Step 3. For each existing program option across the top of both Matrix A and Matrix B , indicate the degree to which that option is appropriate for each of the student's strengths and each of the students's problems or weaknesses, using the key at the bottom right of each matrix.

Step 4. Circle those boxes where student need and program option intersect.

Step 5. Add the subtotals of each vertical column (each existing program option) on each matrix.

Assuming that there are adequate resources and options for all students in the nomination pool, there is no obstacle in using the matrix to match student needs with specific options in a gifted program.

The issue becomes more complex, however, if there are not enough resources or options to serve all of the students in the pool immediately. In this case, the totals in the vertical columns are intended to support both immediate and long-term program decisions.

For the short run, the high scores may be used to identify those students who need services more urgently and the lower scores to identify those students whose needs simply are less intense. No one is excluded from the nomination pool, but some will be served first in existing program options.

In terms of long-range planning, the vertical totals for the various options being considered can be used to set priorities for program development or expansion.

The long-term goal should be to develop options that complement each other and that collectively meet the spectrum of needs among all the students in the pool. This can be done in several ways. One approach is to generate a number of program options, each of which addresses a few district needs, but which together cover the whole spectrum. Another approach is to have fewer options, but to address a broader range of needs within each option. Ideally, the resources generated for the gifted program will be such that they provide some options that are interdisciplinary and appropriate for a broad base of needs and others that are highly specifed in their focus.

The choices in short-term planning, on the other hand, are limited by existing resources and their amenability to modifications. The issue then becomes one of identifying which options should be modified or developed initially. Certainly, some options, such as acceleration in mathematics or sculpting, must be restrictive to be successful since they can serve only a small proportion of students in the nomination pool. Short-range options that incorporate a broad range of interests, abilities, learning styles, and needs, however, are more flexible, often interdisciplinary options which:

- allow for expansion of students' interest areas (important especially in the elementary years);
- obtain social heterogeneity among the gifted with interests and abilities in different talent areas;
- facilitate higher level analysis and integration across disciplines.

These broader-based options have economic benefits, as well. Because more students can be served and more required content incorporated, additional time usually can be provided through various forms of homogeneous grouping (sometimes using cluster and cross-age grouping) in required or elective subjects which results in a group large enough to justify a class and a judicious re-allocation of resources (teacher time). A subsequent benefit is that it eliminates the need for gifted students to have the "wisdom of Solomon" in dividing their time, energy, and accountability between the conflicting claims of regular classroom and pullout or resource room teachers.

The Worksheet for Recording Decisions Matching Student Need and Program Options (on page 42) is recommended as a way of keeping annual records.

WORKSHEET for

RECORDING DECISIONS
MATCHING STUDENT NEED and PROGRAM OPTIONS

from NATIONAL REPORT ON IDENTIFICATION, E. Susanne Richert

Date ____________________

PROGRAM OPTIONS:

STUDENTS:	1. Regular class	2. Intern/mentorship	3. Independent Study	4. Extracurricular	5. Homog. grouping	6. Magnet/alt. school	7. Mini-course/seminars	8. Resource Rooms	9. Libraries/Labs	10. Counsel/affective curr.	11. Accel./grade-skip	12.	13.	14.	15.	COMMENTS
1. ____																
2. ____																
3. ____																
4. ____																
5. ____																
6. ____																
7. ____																
8. ____																
9. ____																
10. ____																
11. ____																
12. ____																
13. ____																
14. ____																
15. ____																
16. ____																
17. ____																
18. ____																
19. ____																
20. ____																
TOTALS for each option:																

Task IV: MAKING DECISIONS: HOW TO APPLY THE ASSESSMENT DATA

After the data on individual students (Matrix A and Matrix B for Matching Need and Program Options) has been assessed and scored, the information must be used appropriately in making both short- and long-term decisions. The Matrix for Matching Need and Program Options can be used to make these decisions:

1. Decisions about which students have the more urgent need for services.

   The vertical subtotals on both pages will offer some comparative data on the intensity of need. Those students with the highest combined scores should be served first.

2. Decisions about the option(s) into which students should be placed.

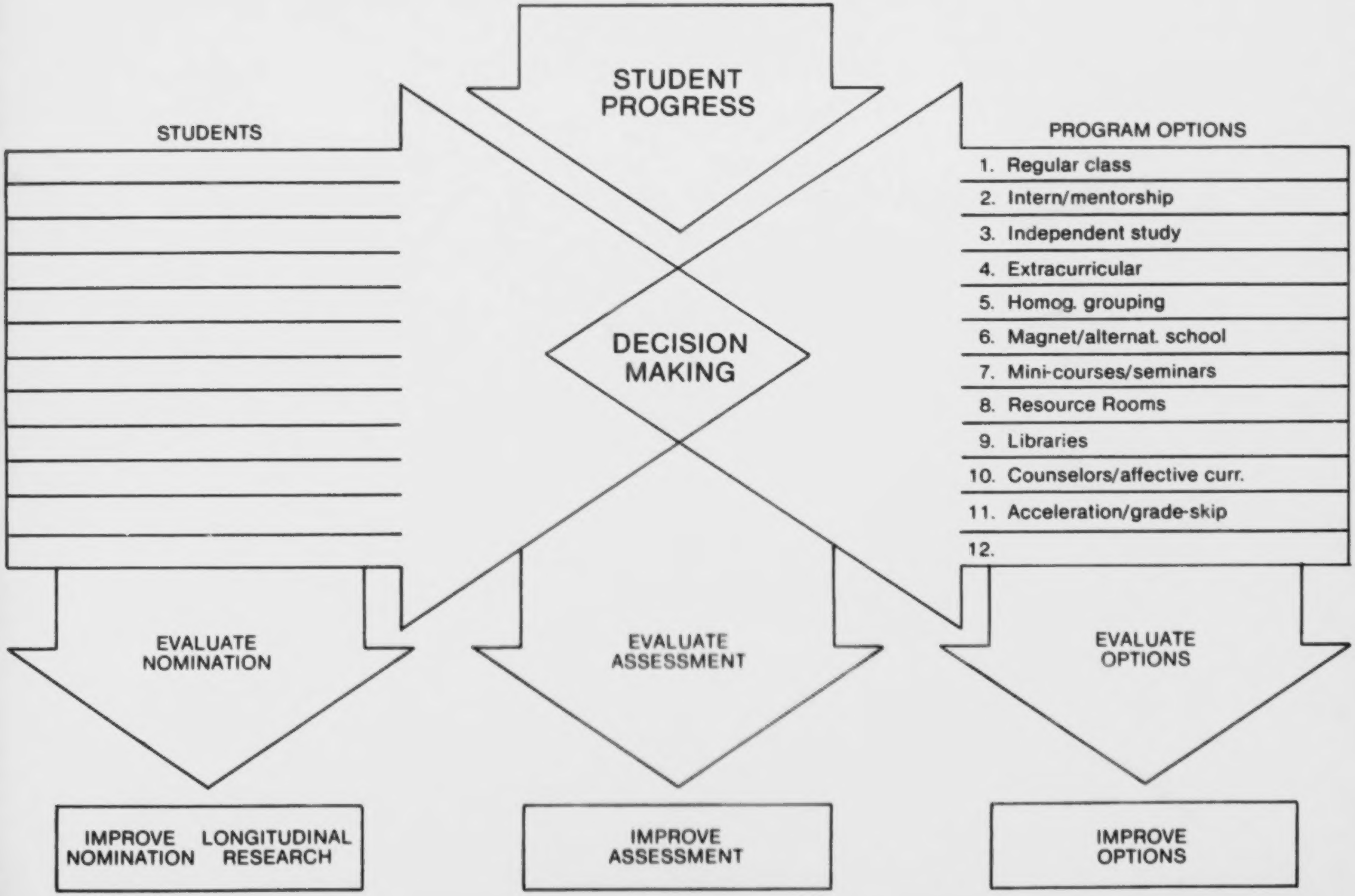
   The most reliable and valid information may be found along the horizontal axis of the matrix. The degree of a specific need can, for practical purposes, be compared to the degree to which a specific program option emphasizes or addresses that need.

3. Decisions about which program options should be emphasized, expanded, or developed first.

   The vertical totals for each option indicate those that will serve the greatest number of students. To obtain these totals, simply add the vertical subtotals for each option for each student. Such data can suggest priorities for the development, expansion. or modification of resources to meet the needs of more students.

NOTE: Precautions were taken to avoid some of the problems inherent in adding scores on variables that deal with different needs by using the information only in prescribed ways. What is more, in no way is the information to be used to determine who is or is not gifted, or even who is "more" and who is "less" gifted.

III. EVALUATION


STUDENT PROGRESS
STUDENTS
PROGRAM OPTIONS
1. Regular class
2. Intern/mentorship
3. Independent study
4. Extracurricular
5. Homog. grouping
6. Magnet/alternat. school
7. Mini-courses/seminars
8. Resource Rooms
9. Libraries
10. Counselors/affective curr.
11. Acceleration/grade-skip
12.
DECISION MAKING
EVALUATE NOMINATION
EVALUATE ASSESSMENT
EVALUATE OPTIONS
IMPROVE NOMINATION
LONGITUDINAL RESEARCH
IMPROVE ASSESSMENT
IMPROVE OPTIONS

STAGE III: **EVALUATION**

GOALS OF EVALUATION

This stage, which establishes identification as an ongoing process with its emphasis on evaluation and refinement of procedures, has two specific goals.

- to evaluate the effectiveness of the identification process in meeting its objectives by:
    a. finding gifted students in all areas of human endeavor and including the disadvantaged who need special services to develop their full potential (Nomination);
    b. selecting program options for them that meet their needs (Assessment); and
    c. developing or modifying program options to meet those needs (Programming).
- to generate information to improve:
    a. the comprehensiveness of procedures for including students in the initial selection pool (Nomination);
    b. Assessment, i.e., assessing student needs and selecting them for, or excluding them from, appropriate program options;
    c. various program options to meet student needs more effectively.

EVALUATION TASKS

TASK I: Collecting and Using Data

TASK II: Improving Nomination

TASK III: Improving Assessment

TASK IV: Making Decisions

TASK V: Seeking Excellence and Equity in Identification Procedures

TASK I: COLLECTING AND USING DATA

Evaluation procedures should focus on the following objectives of the three-stage identification of gifted and talented students:

Nomination

- to establish comprehensive and unbiased procedures to find as many potentially gifted students as possible in all areas of human endeavor for placement in a pool;

Assessment

- to gather data to assess the development, learning styles, interests, and needs of gifted students so that their needs can be matched with appropriate program options;
- to gather data for the improvement of the match between student needs and program options.

The following five issues should be kept in mind in the Evaluation Stage.

1. Student Progress - Curriculum Objectives

   The data to be gathered essentially are indicators of student achievement in the various options in the gifted program. Within each option, information on students' progress in both cognitive and affective curriculum objectives should be collected.

2. Evaluation as Part of Affective and Social/Curriculum Objective

   Evaluation of student progress should not violate curriculum objectives; rather it should be integral to the curriculum. It should not generate destructive competition among students or threaten their self-esteem. Self-evaluation is an important curriculum objective for developing self-understanding, self-acceptance, and an independent self-concept. It also is a vital source of data on student progress and program success.

3. Evaluation Procedures

   The methods of collecting data on student progress should not violate good practice in assessment of homogeneous populations. Tests and other information deemed appropriate at the Assessment Stage (on students' achievement, deficiencies, motivation, productivity, etc.) that are related to the objectives of a particular program option will provide appropriate baseline data for measuring student progress. This data will offer valid indicators of student progress.

Because higher levels of critical and creative thinking often are the curriculum objectives for the gifted, the data should include more than standardized test results. Product evaluations and assessments of progress in social (interpersonal cooperation, etc.) and affective (independence, motivation, risk-taking, etc.) realms can be made by using various scales and checklists. See Richert, 1978, Gifted and Talented-Evaluation Handbook.

4. Lack of Student Productivity

When students are not productive, decision-makers sometimes are too quick to suggest that it must be because the student is not gifted, that the nomination procedure is too flexible, or that "quality" has been diluted by including too many students. Such evaluations of students or the nomination process generally are inappropriate, indefensible, and, above all, unnecessary. Existing criteria for an option do not require such judgments to be made.

Significant numbers of unproductive students are indicators of program--not student--deficiencies. Lack of productivity suggests that students' needs were not met by an option. Rarely can it be demonstrated that the nomination procedure was in error, i.e., that a particular unproductive student is not gifted or has no potential to be gifted. Such an assessment requires longitudinal data across an individual's lifetime. For some highly gifted artists and poets, it has taken generations for their giftedness to be recognized and valued. Thus, evaluation procedures should not be used to label students as non-gifted.

5. Decision Making and Program Improvement

Data should not harm students by being used as a means of excluding them from services; rather it should be used as a basis for better meeting their needs, either by modifying the option or by switching the student to a more appropriate provision.

TASK II: IMPROVING NOMINATION

The guiding question for those evaluating the effectiveness of nomination and its error rate in excluding or including gifted students has very different implications for researchers and educators. The question to be answered is:

> How efficient is the nomination procedure, i.e., what is the proportion of potentially gifted students who are included?

Only longitudinal studies over the lifetime of all students in the district will answer this question, which, therefore, is either a very long-range or a hypothetical one. Although longitudinal studies of both selected and non-selected students would reveal the efficiency of various nomination procedures in predicting giftedness, this approach, is neither practical nor necessary for educators. The principles of comprehensiveness, equity, and pluralism are far more relevant to the educational purposes of identification.

Some evaluators calculate the percentage of students who are productive in gifted program options, assuming that these are indices of both the efficiency of nomination procedures and of students' giftedness. This is an invalid approach because there are other variables that intervene, such as the effectiveness of assessment, program design, grouping, curriculum, or a teacher's abilities.

Since the primary educational aim of the Nomination Stage is comprehensiveness and equity in finding gifted students in all areas, the Evaluation Stage should focus primarily on discovering bias or other reasons that students might be unfairly excluded from services.

The following questions ought to be asked to make the Nomination Stage more comprehensive and non-discriminatory and to include all students who are exceptional in any area of human endeavor or who are disadvantaged in any of several ways.

1. Is the proportion of disadvantaged students included in the Nomination Pool about the same as that in the district population?

2. Are students being nominated for exceptional performance or potential in all areas of human endeavor?

3. Are 15-30% of the students being nominated into the Nomination Pool?

4. What other ways should be attempted to make the pool more comprehensive?

5. How many of the promising practices for identifying disadvantaged gifted could be included? (See Chapter 5, National Report on Identication).

6. What modifications could be made in teacher training, curriculum, administrative design, resource persons or materials, student evaluation procedures, etc. (See the Worksheet for Survey of Resources, Chapter 7, National Report on Identification).

7. Are the regular classrooms or other heterogeneously grouped classes being used effectively to evoke the exceptional abilities of students, both for programmatic and identification purposes? (See Developmental Curriculum, Chapter 6, National Report on Identification).

8. Are there enough options from which to select? (See Chapter 7, National Report on Identification).

TASK III: IMPROVING ASSESSMENT

The goal of assessment is to match student needs with program options. Therefore, although the data to be gathered deals mostly with student progress, the focus for identification purposes is not so much on the student who is being evaluated as it is on the selection procedures and program options. If a large proportion of students are productive or show signs of individual growth in relation to an option's curriculum objectives, then it may be said that the option is meeting most of those students' needs. This finding also indicates not just the success of the students and the option, but, in relation to identification, the success of the assessment procedures.

If a large proportion of students is not productive, then there are several possible explanations. The two more likely of these are that assessment did not gather enough or appropriate data to make the proper decision or that an option failed to meet student needs due to such factors as the ineffectiveness of a specific administrative provision (pullout vs. homogeneous grouping or the amount of time provided), a specific curriculum (enrichment vs. acceleration), or a particular teacher (because of training or teaching style).

An examination of the data on student progress, if it is to help evaluate the effectiveness of the match made between gifted students' needs and program options at the Assessment Stage, should focus on answering the following questions.

1. Is need, not reward for conformity, the major requirement for placement?

2. What is the proportion of students who are productive or making significant progress in each program option?

3. Is there a pattern of success or lack of progress in any of the options?

4. Which cognitive, affective, and social objectives are being met in each option? (See Worksheets for Assessing Curriculum, Chapter 7, National Report on Identification).

5. Is there a pattern of inappropriate placements?

6. Is information on ability, motivation, interest, learning styles, and problems sought and assessed for matching student needs with program options?

7. Is the information about ability, motivation, interest, learning styles, and problems used within options to meet students' needs?

8. Are there enough different options from which to choose? (See Chapter 7, Task III, National Report on Identification).

9. Are there enough options to meet the needs of all the students in the nomination pool?

10. What modifications should be made within options in administrative design (more time, different grouping?), curriculum (more flexibility, more effective objectives and strategies?), staff (more training, resource persons?), evaluation procedures, etc.?

TASK IV: MAKING DECISIONS

Based on the answers to the questions for improving nomination and assessment, decisions should be made with regard to:

1. nomination procedures to include more promising practices (Chapter 6, National Report on Identification);

2. student placement to decide whether individual students should stay or move to other options(s);

3. modifications of program options, such as:

   a. allocating more time for options,
   b. changing curriculum,
   c. improving student evaluation procedures,
   d. training staff,
   e. providing resources beyond the class,
   f. using assessment data for individualizing

   (See Worksheets for Assessing Curriculum, Chapter 7, National Report on Identification).

4. increasing the scope of the assessment data to be collected; and

5. increasing the number and diversity of options by modifying existing resources (see Worksheet for Using Existing Resources, Chapter 7, National Report on Identification).

The Worksheet for Evaluating Decisions: Matching Student Need and Options on page 53 can be helpful with this task.

from NATIONAL REPORT ON IDENTIFICATION, E. Susanne Richert

Worksheet for

EVALUATING DECISIONS

Matching Student Need and Options

PLANNING IMPROVEMENT

Date ____________________

PROGRAM OPTIONS:

STUDENTS:	1. Regular class	2. Intern/mentorship	3. Independent Study	4. Extracurricular	5. Homog. grouping	6. Magnet/alt. school	7. Minicourse/seminars	8. Resource Rooms	9. Libraries/Labs	10. Counsel/affective curr.	11. Accel./grade-skip	12.	13.	14.	15.	STUDENT DECISIONS: stay; switch; modify within option; get more data on style, interests, ability, or problems
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																
Total Students Progressing:																
Total Students Not Progressing:																

OPTION-DECISIONS:																
No Change																
Modify Curr.																
More Time																
Staff Training																
Modify Grouping																
Get More Data																
Other																

TASK V: SEEKING EXCELLENCE AND EQUITY IN IDENTIFICATION PROCEDURES

The Checklist for the Evaluation of Identification Procedures (see pages 55-57), which includes a list of the major objectives for each stage of identification, also contains a list of criteria that may be used to establish evidence of excellence and equity in a comprehensive procedure, that is, to evaluate how well district methods meet the various objectives and principles of identification and serve the best interests of students.

CHECKLIST FOR EVALUATION OF IDENTIFICATION PROCEDURES

adapted from National Report on Identification, E. Suzanne Richert

STAGE I: NOMINATION GENERAL GOAL: To establish comprehensive and unbiased procedures to find as many potentially gifted students as possible in all areas of human endeavor for placement in a Nomination Pool.

OBJECTIVES	EVIDENCE of Excellence and Equity	YES	NO
1. To use the broadest possible definition of potentially gifted as a foundation for programming so the needs of exceptional youth and our society's need for their talents are met.	1.a Students are nominated for each of the categories in the New Jersey State definition and should represent about 15-30% of the school population at all grade levels.	1.a	
	1.b Procedures and instruments are specified for each of the categories and for various disadvantaged groups.	1.b	
2. To employ a procedure that is not biased against the gifted among disadvantaged populations in order to insure that they are not excluded from services and that society is not denied their exceptional contributions.	2. The Nomination Pool is representative of the entire student population in terms of socio-economic status, racial, cultural, or language groups.	2.	
3.a To seek actively the talented among various disadvantaged groups;	3.a Parents, students, and community members are made aware of characteristics of the gifted and the nature of program options so that they can nominate candidates for the pool.	3.a	
3.b To find those students whose exceptional abilities are not revealed by school performance or standardized tests;	3.b Teachers are trained in one or more of the practices to identify the disadvantaged.	3.b	
3.c To include for further consideration students who are underachieving or who demonstrate giftedness in ways other than academic (creative, visual/performing arts, psychosocial). Errors in nomination should be in the direction of including some students who may not achieve exceptionally, rather than of risking the exclusion of anyone who may need special services to achieve exceptional potential.	3.c Several unbiased procedures that will find abilities not revealed by measures of academic achievement, such as checklists, self nominations and product evaluations, are used to complement test data.	3.c	
	3.d No student is excluded from the pool solely on the basis of an achievement measure, such as class grades or a standardized test. Test scores are used only to include students in, not to exclude them from, the pool.	3.d	

STAGE II: ASSESSMENT GENERAL GOAL: To gather data to assess the development, learning styles, and interests of students, so that their needs can be matched with appropriate program options.

OBJECTIVES	EVIDENCE of Excellence and Equity	YES	NO
1.a To provide a sound rationale for programming based on need. 1.b To avoid: • damaging average students with the unprovable assertion that some students are "not gifted"; • elitist attitudes among the gifted; • exacerbating the isolation of the gifted; and • the projection of unfair expectations and pressures on the talented.	1. Students are not labeled more gifted or less gifted, but are identified as students who need special programming to fulfill their exceptional potential.	1.	
2. To focus on assessing student needs.	2. Information on students' interests, learning styles, problems, and actual achievement are sought in a variety of ways.	2.	
3. To avoid labeling or rank-ordering the potentially gifted without a basis in research since, beyond the threshold of ability that gets students into the pool, we cannot presently predict who will make original contributions as adults.	3. Data gathered are used to match needs and interests with program options, not to further classify degrees of "giftedness."	3.	
4. To have the curriculum incorporate: • the interest-based motivation of the gifted; and • students taking responsibility for planning their work.	4. Students have a major role in the selection of appropriate program options.	4.	
5. To foster program development based on student needs and available resources. (short-range)	5. If resources limit students' access to available program options, rank order should be based on need, with these criteria having the greatest weight:		
	a. exceptionality of motivation or interest;	5.a	
	b. exceptionality of ability;	5.b	
	c. underachievement or other affective problems in the regular classroom; and	5.c	
	d. disadvantaged in educational experiences.	5.d	
6. To offer multiple options that will develop the potential of all the students in the pool. (long-range)	6. There are plans to generate or re-allocate resources so that multiple program options are designed to meet the needs of all the students in the pool.	6.	
7. To provide all students with the opportunity to demonstrate exceptional talent so that our society does not lose its most valuable resource.	7. All students nominated have access to some differentiated curriculum at least in the regular classroom.	7.	

STAGE III: EVALUATION **GENERAL GOAL:** To gather and evaluate data in order to improve decision making in Nomination and Assessment without violating curriculum goals.

OBJECTIVES		EVIDENCE of Excellence and Equity	YES	NO
1. To collect data on student progress that is appropriate to the program objectives.				
a. Student progress assessment should not be used to make judgments, but to foster selfunderstanding and cooperation.	1.a	Focus is on individual student progress, rather than on the competition among students.	1.a	
b. Students must be valued more than their products or performance. Students should not be pitted against each other or be psychologically threatened by others' achievements.	1.b	Evaluation focuses on products and performance, not the student. If comparisons are made, they are among the former, not among students.	1.b	
c. Acquiring the skills and responsibility for self-evaluation is a vital curriculum objective. Evaluation should foster the development of independent self-esteem and self-acceptance.	1.c	Students are involved in self-evaluation: setting goals and assessing the degree to which they are met and developing the criteria for assessment.	1.c	
d. Evaluation criteria should be appropriate to the curriculum for the gifted.	1.d	Criteria of creativity and productivity, rather than achievement in skills or conformity of thinking, are stressed.	1.d	
e. Professionals with knowledge of standards in various fields should be involved in product or performance evaluation.	1.e	Resources beyond the school are sought for product or performance evaluation.	1.e	
2. To improve assessment, match must be made of student needs and program options.				
a. Evaluation of results should be used to improve student achievement, not to label students as non-productive or "non-gifted."	2.a	Evaluation results are used to improve the match between the program and student needs and interests, not to exclude the students from the services.	2.a	
b. The interest-based motivation of students should be used for decisions about program options.	2.b	As a result of their own assessments, students have a major role in selecting which program options in which to participate.	2.b	
c. The identification procedure should be evaluated to determine if it has been effective in matching potentially gifted students with appropriate program options.	2.c	Where there is unsatisfactory student progress, modifications are made to improve the match between program options and student needs and interests, either to modify the option or the placement.	2.c	

SELECTED BIBLIOGRAPHY

For a more comprehensive annotated bibliography with over 700 items, see Chapter 10 of the National Report on Identification.

Alvino, J. J., McDonnel, R. C., & Richert, E. S. (1981). National survey of identification practices in gifted and talented education. Exceptional children, 48(2), 124-131.

Angoff, W. H. (1971). Scales, norms and equivalent sources. In Thorndike (Ed.), Educational measurement. Washington, DC: American Council on Education.

Baldwin, A. Y. (1978). Introduction. In A. Y. Baldwin, G. H. Gear, and L. J. Lucito (Eds.), Educational planning for the gifted: Overcoming cultural, geographic, and socio-economic barriers. Reston, VA: The Council for Exceptional Children.

Barbe, W. B., & Renzulli, J. S. (Eds.). (1975). Psychology and education of the gifted (2nd ed.). New York: Irvington Pubs.

Blackshear, P. B., Sullivan. A. R., Ewell, Y., & Roger, K. (1980). Black and gifted, ERIC exceptional child education report. Reston, VA: The Council for Exceptional Children.

Blaubergs, M. S. (1980). Sex-role stereotyping and gifted girls' experience and education. Roeper Review, 2(3), 29-31.

Bruch, C. B. (1974). Modification of procedures for identification of the disadvantaged gifted. Gifted Child Quarterly, 15, 267-272.

Buros, O. (Ed.). (1974). Sixth mental measurement yearbook. Highland Park, NJ: Gryphon Press.

Buros, O. (1974). Tests in print II. Highland Park, NJ: Gryphon Press.

Callahan, C. M. (1980). The gifted girl: An anomaly? Roeper Review, 2(3), 16-20.

Colangelo, N., & Zaffrann, R. T. (Eds.). New voices in counseling the gifted. Dubuque, IA: Kendall/Hunt Publishing Co.

Drevdahl, J. E. (1964). Some developmental and environmental factors in creativity. In C. W. Taylor (Ed.), Widening horizons in creativity (170-186). New York: John Wiley and Sons, Inc.

Dunn, R., & Dunn, K. (1978). Teaching students through their individual learning styles (Chapter 1). Englewood Cliffs, NJ: Reston Publishing Co., Inc.

Feldhusen, J. F., Treffinger, D. J., & Bahlke, S. J. (1970). Developing creative thinking: The Purdue creative program. Journal of Creative Behavior, 4, 85-90.

Feuerstein, R. (1979). In collaboration with Y. Rand, M. B. Hoffman, and R. Miller, Instrumental enrichment. Baltimore, MD: University Park Press.

Frasier, M. M. (1979). Counseling the culturally diverse gifted. In N. Colangelo and R. T. Zaffrann (Eds.), New voices in counseling the gifted (264-276). Dubuque, IA: Kendall/Hunt Publishing Co.

Friedman, P. G., Friedman R. J., & Van Dyke, M. (1984). Identifying the leadership gifted: Self, peer or teacher nomination. Roeper Review, 7(2), 91-95.

Gardner, H. (1983). Frames of mind. New York: Basic Books.

Gear, G. H. (1978). Effects of training on teachers' accuracy in identifying gifted children. Gifted Child Quarterly, 12(1).

George, W. C. (1979). The talent-search concept: An identification strategy for the intellectually gifted. Journal of Special Education, 13(3), 221-237.

Getzels, J. W., & Dillon, J. T. (1967). The nature of giftedness and the education of the gifted. In R. M. Travers (Ed.), Second Handbook on Research and Teaching. Chicago, IL: Rad McNally and Co.

Gold, M. J. (1965). Education of the intellectually gifted. Columbus, OH: Merrill Publishing Co.

Gowan, J. C., Demos, G. D., & Torrance, E. P. (Eds.). (1967). Creativity: Its educational implications. New York: John Wiley and Sons, Inc.

Gowan, J. C., Khatena, J., & Torrance, E. P. (Eds). (1979). Educating the ablest (2nd ed.). Itasca, IL: F.E. Peacock Publishers, Inc.

Grapka, D. L. (1982). A handbook for counseling and teaching of gifted vocational students. Sewell, NJ: Educational Improvement Center-South.

Gregorc, A. F. (1979). Learning/teaching styles: Student learning styles: Diagnosing and prescribing programs (19-26). Reston, VA: National Association of Secondary School Principals.

Guilford, J. P. (1967). The nature of human intelligence. New York: McGraw-Hill Book Company.

Guilford, J. P. (1977). Way beyond the I.Q. Buffalo, NY: Creative Education Foundation.

Hilliard, A. G. (1976). Alternatives to I.Q. testing: An approach to the identification of "minority" children. Final Report to the California State Department of Education.

Hunt, D. (1979). Learning styles and student needs: An introduction to conceptual level. In Student learning styles: Diagnosing and prescribing programs (27-38). Reston, VA: National Association of Secondary School Principals.

Jensen, A. R. (1968). Social class, race, and genetics: Implications for education. American Educational Research Journal, 5, 1-42.

Jung, C. G. (1954). The gifted child. In H. Read, M. Fordham, and G. Adler (Eds.), The collected words of C.G. Jung (17, 135-145). New York: Pantheon Books.

Kaufman, A. S. (1984). K-ABC and giftedness. Roeper Review, 7(2), 83-88.

Kelly, P., Richert, S., & Radig, J. (1980). Environment for learning. Sewell, NJ: Educational Improvement Center-South.

Kelly, V., & Steinberg, M. (1979). Developing creativity: ICE. Sewell, NJ: Institute for Creative Education, Educational Improvement Center-South.

Krathwohl, D. R., Bloom S., Bloom, B. S., & Masia, B. B. (1964). Taxonomy of educational objectives, handbook II: the affective domain. New York: David McKay Co., Inc.

MacKinnon, D. W. (1962). The nature and nurture of creative talent. American Psychologist, 17, 484-495.

Male, R.A., & Perrone, P. Identifying talent and giftedness.
Part I, Roeper Review, 1979, 2(1), 5-7.
Part II, Roeper Review, 1979, 2(2), 5-8.
Part III, Roeper Review, 1980, 2(3), 9-11.

Marland, S. P., Jr. (1971). Education of the gifted and talented, Vol. 1. Report to the Congress of the United States by the U.S. Commissioner of Education.

Maslow, A. H. (1959). Creativity in self-actualizing people. In H. H. Anderson (Ed.), Creativity and its cultivation. New York: Harper and Row Pubs., Inc.

McCarthy, B. F. (1981). The 4 mat system: Teaching to learning styles with right/left mode techniques. Arlington Heights, IL: Mark Anderson and Associates.

McDonnel, R. C. (1982, July). Leadership in secondary schools: Project Odyssey resource manual. Sewell, NJ: Educational Improvement Center-South.

Meeker, M. (1969). The structure of intellect: Its interpretation and uses. Columbus, OH: Charles E. Merrill Publishing Co.

Munday, L. S., & Davis, J. C. (1974). Varieties of accomplishment after college: Perspectives of the meaning of academic talent. ACT Research Report 62.

National Diffusion Network. (1980). Education programs that work (7th ed.). Far West Laboratory.

Passow, A. H. (Ed.). (1979). The gifted and the talented: Their education and development, the seventy-eighth yearbook of the National Society for the Study of Education. Chicago, IL: The University of Chicago Press.

Pearce, J. C. (1977). Magical child: Rediscovering nature's plan for our children. New York: E.P. Dutton.

Powell, P. M. (1983, Spring). Educational and occupational attainments in two intellectually gifted samples. Gifted Child Quarterly, 27(2), 73-76.

Renzulli, J. S. (1978). What makes giftedness: Re-examining a definition. Phi Delta Kappan, 60, 180-184.

Richert, E. S. (1986, February). Toward the Tao of giftedness. Roeper Review, 8(3), 197-206.

..... Promising practices in the identification of disadvantaged gifted, Gifted Child Quarterly, (to be published).

..... (1985, November). Identification of gifted children in the United States: The need for pluralistic assessment. Roeper Review, 8(2), 68-72.

..... (1985). The state of the art of identification in the United States. Gifted Education International, 3(1), 47-51.

..... (1981a, March). Time and the basics: A question of proportion in gifted and talented education. Basic Ideas.

..... (1981b, April). Methods and the basics: A question of means not ends for talented and gifted students. Basic Ideas.

Richert, E. S., et al. (1981). The national report on identification: Assessment and recommendations for comprehensive identification of gifted and talented youth. Sewell, NJ: Educational Improvement Center-South.

Richert, E. S. (Ed.). (1978a). Gifted and talented--Administration Handbook. Sewell, NJ: Educational Improvement Center-South.

..... (1978b). Gifted and talented-Curriculum Handbook. Sewell, NJ: Educational Improvement Center-South.

..... (1978c). Gifted and talented-Identification Handbook. Sewell, NJ: Educational Improvement Center-South.

..... (1978d). Gifted and talented-Evaluation Handbook. Sewell, NJ: Educational Improvement Center-South.

Richert, E. S., Dupuy, N., & Kelly, P. (Eds.). (1980). Widening educational bridges by identifying needs of gifted (WEBBING): Identification, annotated bibliography, (early childhood). Sewell, NJ: Educational Improvement Center-South.

Robinson, H. B. (1977). Identification and nurturance of extraordinarily precocious young children. University of Washington.

Rodell, W. C., Jackson, N. E., & Robinson, H. B. (1980). Gifted young children. Part of the series, Perspective on gifted and talented education, A.J. Tannebaum (Director), E. Neuman (Ed.). New York: Teachers College Press.

Rogers, C. R. (1969). Freedom to learn. Columbus, OH: Merrill Publishing Co.

Rosenthal, R., & Jacobson, L. (1968). Pygmalion in the classroom. New York: Holt, Rinehart and Winston, Inc.

Samuda, R. J. (1982). Alternatives to traditional standardized tests, introduction. In R. J. Samuda, Psychological Testing of American Minorities. New Jersey: Hansen Silver Associates.

Sisk, D. A. Teaching gifted children. Sewell, NJ: Educational Improvement Center-South, n.d.

Stanley, J. C. (1976). The case for extreme educational acceleration of intellectually brilliant youths. Quarterly, 20(1), 66-75, 41.

Stanley, J. C., Keating, D. P., & Fox, L. H. (Eds.). (1974). Mathematical talent: Discovery, description and development. Baltimore, MD: The John Hopkins University Press.

Sternberg, R. (1985). Beyond IQ. Cambridge: Cambridge University Press.

Strykowski, B. F., & Walberg, H. J. (1983, November). Psychological traits and childhood environments of eminent writers. Roeper Review, 6(2), 102-105.

Tannenbaum, A. J. (1982). Gifted children: Their nature and needs. New York: Macmillan Publishing Co., Inc.

Tannenbaum, A. J., & Neuman, E. (Ed.). (1980). Perspectives on gifted and talented education, (series listed elsewhere by author). New York: Teachers College Press.

Taylor, C. W., Albo, D., Holland, J., & Brandt, G. (1985, Winter). Attributes of excellence in various professions: Their relevance to the selection of gifted/talented persons. Gifted Child Quarterly, 29(1), 29-34.

Taylor, C. W., & Barron, F. (1963). Scientific Creativity: Its recognition and development. New York: John Wiley and Sons, Inc.

Terman, L. M., Oden, M.H., et al. Genetic studies of genius (series). Stanford University Press, 1925-1959.

Vol. I The early mental traits Mental and physical traits of a thousand gifted children (1926)
Vol. II The early mental traits of three hundred geniuses (1926)
Vol. III The promise of youth (1930)
Vol. IV The gifted child grows up (1947)
Vol. V The gifted group at mid-life (1959)

Torrance, E. P. (1962). Guiding creative talent. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Torrance, E. P. (1977). Discovery and nurturance of giftedness in the culturally different. Reston, VA: The Council for Exceptional Children.

Torrance, E. P., & White, W. F. (Eds.). (1969). Issues and advances in educational psychology (154-163). Itasca, IL: F.E. Peacock Publishers, Inc.

Treffinger, D. J. (1980). Encouraging creative learning for the gifted and talented. Ventura, CA: Ventura County Superintendent of Schools, LTI Publications.

Whitmore, J. R. (1980). Giftedness, conflict and underachievement. New York: Allyn and Bacon, Inc.

Witty, E. P. (1978). Equal education opportunity for gifted minority group children: Promise or possibility? Gifted Child Quarterly, 22(3), 344.

Witty, P. A. (1958). Who are the gifted? In N.B. Henry (Ed.), Education for the Gifted, The fifty-seventh yearbook of the National Society for the Study of Education (Part II). Chicago, IL: NSSE, 62.

Yancy, E. (1983, April). Increasing minority participation in gifted programs. Washington, DC: Midatlantic Center for Race Equity, American University.

SOURCES

Richert, E. Susanne, with James J. Alvino, & Rebecca C. McDonnell. (1982). National Report on Identification: Assessment and Recommendations for Comprehensive Identification of Gifted and Talented Youth. Educational Information Resource Center. The Report includes a 43-page annotated bibliography of the sources used for this article.

Panelists for the National Report included:

1. Dr. James Alvino, Consultant in Gifted Education, EIC-South
2. Dr. Patsy Baker-Blackshear, Coordinator, Gifted Programs, Washington, D.C.
3. Dr. Alexinia Baldwin, Associate Professor of Curriculum and Instruction, State University of New York at Albany
4. Dr. Carolyn Callahan, Associate Professor, School of Education, University of Virginia
5. Dr. Gary Confessore, Dean of Academic Affairs, Johnson State College, Vermont
6. Jean Farr, Coordinator, Gifted Education, Pennsylvania Department of Education
7. Arthur Gatty, Directory, Governor's School of the Arts, Bucknell University
8. Dr. Miriam Goldberg, Senior Professor of Psychology and Education, Teachers College, Columbia University
9. Mary Hunter-Wolf, Director, Center for Theatre Techniques, Stratford, Connecticut
10. Donald Kaplan, Director of Pupil Personnel Services, Community School District 18, Brooklyn, New York
11. Dr. Frances Karnes, Professor, University of Southern Mississippi;
12. Rebecca C. McDonnel, Consultant in Gifted Education, Educational Improvement Center-South, Sewell, NJ
13. Dr. Mary Meeker, President of the SOI Institute, EL Segundo, California
14. Dr. Sidney Parnes, Professor of Creative Studies, Creative Education Foundation, New York State University College at Buffalo
15. Dr. Sandford Reichart, Vice President, Education Design Center, Cleveland, Ohio
16. Dr. Joseph Renzulli, Professor, Education Psychology, School of Education, University of Connecticut
17. Dr. E. Susanne Richert, Director, Gifted Education, Educational Improvement Center-South, Sewell, NJ
18. Dr. Abraham Tannenbaum, Professor of Education, Teachers College, Columbia University
19. Kenneth Thomas, President, Education Design Center, Cleveland, Ohio
20. Dr. Donald Treffinger, Professor of Creative Studies, Creative Education Foundation, New York State University College at Buffalo

TABLE 1
ALPHABETICAL LISTING OF INSTRUMENTS AND RECOMMENDATIONS FOR USE

	CATEGORY					POPULATION		AGE				ID STAGE		
INSTRUMENT	General Intellectual	Specific Academic	Creativity	Leadership	Visual and Performing Arts	Advantaged	Disadvantaged	Early Childhood	Grades 4-8	High School to Adult	K-12	Nomination	Assessment	Evaluation
Peabody Individual Achievement Test		●				●					●		●	
Pennsylvania Assessment of Creative Tendency			●			●			●	●			●	
Piers-Harris Children's Self-Concept Scale						●			●	●			●	
Preschool Talent Checklist	●	●	●	●	●	●	●	●				●		
Primary Measure of Music Audiation					●	●	●	●				●		
Progressive Matrices—Advanced	●						●			●		●		
Progressive Matrices—Standard	●						●					●		
Remote Associates Test						●			●			●	●	
Ross Test of Higher Cognitive Processes	●					●			●				●	●
Scales for Rating Behavioral Characteristics of Superior Students	●		●	●	●	●	●				●		●	
Seashore Measures of Musical Talents					●	●	●		●	●			●	
The Self-Concept and Motivation Inventory (SCAMIN)						●	●	●	●	●			●	
Sequential Tests of Educational Progress (STEP)		●				●		●	●	●			●	●
Short Form Test of Academic Aptitude	●	●				●		●	●	●		●		
Slosson Intelligence Test	●					●		●	●	●		●		
SOI Gifted Screening Form		●	●			●	●	●	●	●		●	●	
SOI Learning Abilities Test		●	●			●	●	●	●	●		●	●	
SRA Achievement Series		●				●					●	●	●	
Stallings' Environmentally Based Screen	●						●	●				●		
Stanford Achievement Test		●				●		●	●	●		●	●	
Stanford-Binet Intelligence Scale	●					●		●	●	●			●	
System of Multicultural Pluralistic Assessment (SOMPA)	●						●	●					●	
Tennessee Self-Concept Scale						●			●	●			●	
Test of Creative Potential			●			●		●	●				●	●
Tests of Achievement and Proficiency		●				●						●	●	
Torrance Test of Creative Thinking—Verbal			●			●			●					
Torrance Test of Creative Thinking			●				●		●		●	●	●	
Torrance Test of Creative Thinking—Figural											●	●	●	
Vane Kindergarten Test	●	●				●						●	●	
Watson-Glaser Critical Thinking Appraisal	●					●			●	●			●	●
Wechsler Intelligence Scale for Children Revised (WISC-R)	●					●		●	●	●			●	
Weschler Preschool and Primary Scale of Intelligence	●					●		●					●	

Note: From "Identification of Gifted Children in the United States: The Need for Pluralistic Assessment" by E. S. Richert, 1985, *Roeper Review, 8*(2), pp. 70-71.

TABLE 1
ALPHABETICAL LISTING OF INSTRUMENTS AND RECOMMENDATIONS FOR USE

INSTRUMENT	CATEGORY					POPULATION		AGE				ID STAGE		
	General Intellectual	Specific Academic	Creativity	Leadership	Visual and Performing Arts	Advantaged	Disadvantaged	Early Childhood	Grades 4-8	High School to Adult	K-12	Nomination	Assessment	Evaluation
A.S.S.E.T.S.	●	●	●		●	●		●	●			●	●	
Barron-Welsh Art Scale					●	●		●	●	●	●	●		
Biographical Inventory-Form U		●	●	●	●	●			●	●			●	
California Achievement Tests		●				●					●	●	●	
California Psychology Inventory						●			●	●			●	
Cartoon Conservation Scales	●						●	●	●			●	●	
Clattell Culture Fair Intelligence Series	●						●	●	●			●		
CIRCUS	●	●				●	●	●				●	●	
Cognitive Abilities Test	●					●		●	●	●		●	●	
Columbia Mental Maturity Scale	●					●	●	●	●			●		
Comprehensive Tests of Basic Skills		●				●					●	●	●	
Cornell Critical Thinking Tests						●				●			●	●
Creativity Assessment Packet			●			●		●	●	●			●	
Creativity Tests for Children			●			●			●	●			●	
Design Judgement Test					●	●			●	●		●		
Differential Aptitude Tests	●	●				●			●	●			●	●
Early School Personality Questionnaire						●	●		●				●	
Gifted and Talented Screening Form	●	●	●	●	●	●		●	●	●		●		
Goodenough-Harris Drawing Test	●					●	●	●	●	●		●		
Group Inventory for Finding Creative Talent (G.I.F.T.)			●			●		●	●			●	●	
Group Inventory for Finding Interests (G.I.F.F.I.)			●			●				●		●	●	
Guilford-Holley L Inventory						●				●			●	
Guilford-Zimmerman Aptitude Survey	●					●				●			●	
Henmon-Nelson Tests of Mental Ability	●	●				●					●	●	●	
High School Personality Questionnaire						●			●	●			●	
Horn Art Aptitude Inventory					●	●	●			●		●		
Iowa Tests of Basic Skills		●				●		●	●	●		●	●	
Kaufman—ABC	●	●				●	●		●			●	●	
Khatena-Torrance Creative Perception Inventory			●			●			●	●		●	●	
Lorge-Thorndike Intelligence Tests	●					●		●	●	●		●		
Maier Art Judgement Tests					●	●			●	●		●		
Metropolitan Achievement Tests		●				●						●	●	
Multi-Dimensional Screening Device	●	●	●	●	●	●						●		
Musical Aptitude Profile					●	●	●		●	●	●	●	●	
Otis-Lennon Mental Ability Test	●						●					●	●	

N[illegible] From "Identification of Gifted Children in the United States: The Ne[illegible]or Pluralistic Assessment" by E. S. Richert, 1985, *Roeper Review, 8*(2), pp. 70-71.

TABLE 2

Matrix of Promising Practices For Identifying the Disadvantaged Gifted and Talented

GROUPS DISADVANTAGED IN IDENTIFICATION: / PROMISING PRACTICES	Inventories/Checklists	Information from Students	Interviews	Biograph. Data/Case Studies	Performance Evaluation	Product Evaluation	Norming for Subpopulations	Culture Fair Tests	Language-specific Tests	I.Q. Tests	Instrumental Enrichment	Developmental Curriculum
• Environmentally Disadvantaged:												
—The Poor	●	●	●	●	●	●	●	●	●	●	●	●
—Minority Race/Culture	●	●	●	●	●	●	●	●	●	●	●	●
—Rural/Urban	●	●	●	●	●	●	●	●	●	●	●	●
—English as Second Language	●	●	●	●	●	●	●	●	●	●	●	●
—Females (in specific categories)	●	●	●	●	●	●	●	●	●	●		●
• Disadvantaged by Kind of Giftedness:												
—Creative	●	●	●	●	●	●						●
—Exceptional Intellect	●	●	●	●				●			●	●
—Visual/Performing Arts	●	●	●	●	●	●						●
—Psychosocial/Leadership	●	●	●	●	●							●
—Psychosocial/Human Relations	●	●	●	●	●							●
—Psychomotor	●	●	●	●	●							●
• Other Disadvantaged:												
—Underachievement	●	●	●	●				●	●	●	●	●
—Physical Handicaps	●	●	●	●							●	●
—Learning Disabilities	●	●	●	●							●	●
—Emotional Problems	●	●	●	●							●	●

Note: From "Identification of Gifted Children in the United States: The Need for Pluralistic Assessment" by E. S. Richert, 1985, *Roeper Review, 8*(2), p. 69.

GUIDES IN GIFTED EDUCATION:

Identification Procedures

Reader Feedback

1. Which aspects of the identification procedures seem most appropriate to and applicable in your school district?

2. Which aspects will your district most likely implement?

3. For which aspects of identification procedures would your district need state or regional input?

4. What additional activities and training do you feel would be appropriate for inclusion in an updated version of Guides in Gifted Education on identifcation procedures?

Thank you for your contribution.

Return completed forms to:

New Jersey State Department of Education
Bureau of Academic and Cognitive Skills
Division of General Academic Education
225 West State Street, CN 500
Trenton, New Jersey 08625

This packet is part of the
New Jersey State Department of Education

Guides in Gifted Education.

Insert the following directly behind the index marked,

A Proposed Enrichment Matrix.

This sheet may then be removed.

GUIDES IN GIFTED EDUCATION:

A Proposed Enrichment Matrix

Saul Cooperman
Commissioner of Education

Division of General Academic Education
Joel Bloom, Assistant Commissioner

Principal Author
Abraham J. Tannenbaum

New Jersey State Department of Education
225 West State Street
Trenton, NJ 08625

TABLE OF CONTENTS

Page

Introduction 1

What are the qualifiers of an enriched curriculum? 1

What are the differences between programs versus provisions for gifted students? 2

How should educators view the expansiveness of enrichment? 4

How may a school district structure and apply an enrichment matrix? 6

What are some suggestions for teachers? 15

A PROPOSED ENRICHMENT MATRIX
FOR GIFTED CHILDREN

Introduction

An encouraging trend in gifted education is the move away from the usual ad hoc, add-on, enrichment offerings in our schools toward conceptual frameworks for enriched curriculum development. This is by no means a megatrend since the overwhelming majority of children with extraordinary potential have never been exposed to special classroom experiences that are designed to stretch their minds as far as reasonably possible. The fortunate few who have benefited from such exposure often have had to settle even so for a patchwork of "off-beat" activities, put together haphazardly, that amounted to curriculum ornaments, rather than staples. Many so-called "enrichment" exercises consist of nothing more than brain twisters, intellect teasers, conundrums, and puzzles that may be attractive to anybody whose mind craves such stimulation; but the effect is that of a "quick fix," satisfying for the moment or even intoxicating for as long as the supply lasts while the complex needs and capacities of the gifted child remain largely ignored. The only viable alternative is the creation of instructional models for the gifted which enable educators to follow guidelines, rather than "seat-of-the-pants" inclinations, in planning enrichment for children they consider able and ambitious.

What are the qualifiers of an enriched curriculum?

The term "enrichment", as used here, refers to any educational activity designed to enhance the learning experience of potentially gifted children. Accelerating the student through conventional and advanced subject matter is one form of enrichment since it provides the necessary challenge and stimulation. Another is the adding of subject matter laterally, that is, supplementing existing requirements with content that ordinarily is never covered in the conventional school curriculum. Since enrichment is a generic term under which acceleration and other special offerings are subsumed, it is naive to oppose the overall concept against one of its subsidiaries. Acceleration is, in other words, a form of enrichment, not an alternative to it.

Some educators believe that enrichment can be accomplished without doing anything special for the gifted. For them, a quality program is one that stretches the minds of children at all ability levels, and differentiated education is what students derive (according to their individual capacities) from a single curriculum for all students, rather than from separate curricula designed to meet diverse needs. These critics have little regard for an honors course of study on the grounds that it is too rigid and, therefore, cannot satisfy each gifted child's personal tastes for knowledge and productive activity. They prefer instead that all children be taught to deal effectively with the same problems at the same levels of complexity, as with, for example, Bloom's hierarchical Cognitive Taxonomy. They simply expect that the gifted will perform better at the higher levels than will their less able peers. Enrichment in this case is defined as something the gifted take away from the experience without the teacher's having to put anything special into it.

Such an approach to instruction probably appeals to educators who are extraordinarily sensitive to the threat of elitism in their schools. They worry about playing favorites with children who are already favored by their outstanding abilities, and they seem to believe that an egalitarian program requires teachers to cover a single course of study for all children (except the handicapped). Enrichment as it is described in this document, however, reflects an opposite point of view, one refusing to equate equality with sameness of educational opportunity and special education with privileged education. Underlying the design of the proposed Enrichment Matrix, instead, is the belief that children, designated as gifted by virtue of their potentialities as producers or performers, require a unique learning experience to prepare them for the kinds of contributions only they may someday make. Training for the future concert violinist is (and should be) substantively different from that of the amateur learning to play tunes on the violin; and the same distinctions apply to the education of promising producers versus consumers in science, mathematics, literature, art, and every other domain of the curriculum.

Teachers play key roles in nurturing talent by imparting appropriate content and inspiration to the promising few, however few they may be. By withholding or denying their responsibility to share their profoundest thoughts, teachers are in danger of short-changing the children who can benefit most from them. Indeed, schools can sooner be tyrannized by mediocrity, if enrichment "extras" are omitted, than by a so-called "gifted elite," when such "extras" are provided to individualize instruction at the highest ability levels.

What are the differences between programs versus provisions for gifted students?

A program is an educational imperative, not an elective; it is essential, not luxurious. Thus, schools plan programs in the major disciplines for all children, but they are less serious about their plans to meet the needs of the gifted and usually offer only temporary provisions that are basically extracurricular. Programs are everlasting (although they can undergo revision), whereas the provisions survive only at the pleasure of administrators who authorize them and of teachers who design and implement them. Education for the gifted can be truly meaningful, therefore, only if schools make enrichment programmatic.

Although many schools claim to be doing something special for the gifted, what they really are doing is offering ad hoc provisions, defined here as fragmentary learning experiences lacking in complex form, long-range purpose, or clear directionality. A third-grade teacher who is committed to exposing children to extra subject matter may devote one half-year to teaching them the skills of raising chicks and then spend another half-year on an introduction to computer programming; yet another teacher with an affinity for the poetry of Edgar Allan Poe may focus on this as the subject of enrichment. The choice of the topics is arbitrary, usually reflecting the special interest and knowledge of the individual teacher. Should these teachers have to be replaced for any reason, therefore, the newcomers would introduce still different projects, rather than duplicate the efforts of their predecessors. There is nothing in the second-grade classroom curriculum that prepares the gifted for what is to come a year later; and there is nothing in the fourth-grade curriculum that follows up the enrichment provisions of the preceding year. In fact, usually, there is no record of any of the special projects for gifted third-graders anywhere in the school's curriculum outlines as part of the general scope and sequence.

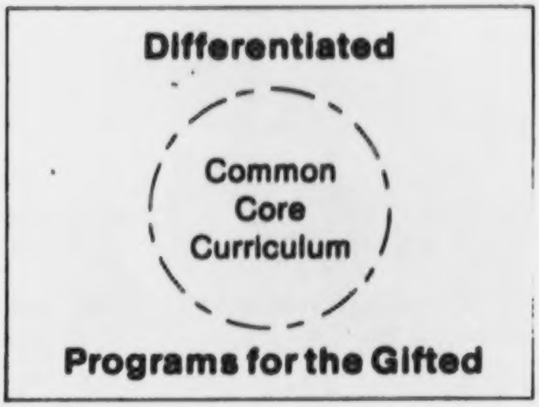
A lay board and a professional staff may be enthusiastic about enrichment provisions in their schools, but this is not always a sign of commitment. The enthusiasm could mean simply that the community is proud to have something extra and attractive in the curriculum and is willing to pay for that luxury so long as there is enough popular support. When pressures to do something special for the gifted begin to abate, or when budgetary cuts have to be made, however, the enrichment provisions are seen as expendable ornaments to the general course of study.

Many people who favor "extras" for the gifted are probably disappointed to see provisional offerings discarded; yet they do not consider losing these nearly as calamitous as dropping science or literature from the curriculum. The "extras" are merely provisions, whereas science and literature are programs. There never is any question as to whether a program should be retained. A program is the learning sequence considered necessary by the school and community, declared so by tradition and popular acclaim, and therefore, deemed part of the lifeblood of the total curriculum. It is designed by a curriculum committee and codified in the school records as a comprehensive, step-by-step plan that commands attention by the lay board and professional staff, and it is supported solidly by a school budget. Program revision is permissible, as in the case of converting to a "new" mathematics; but it would be unthinkable to drop a program (e.g., mathematics) altogether. Whoever steps in to teach at any grade level can consult the curriculum plan to gain an impression of what the children have studied in the past, which was the groundwork for what they are covering in the present, which, in turn, is preparing them for what they will encounter in the future. By contrast, provisions, considered luxuries and never taken as seriously, are rarely articulated from one grade level to the next and always are vulnerable to extinction.

Unfortunately, most of what schools proclaim as their programmatic designs for enrichment really are provisional and probably short-lived. Even independent projects pursued by the gifted are in danger of being perceived by teachers and principals as enrichment provisions, rather than as enrichment programs, especially when these projects get their start mostly through the initiative of children who happen to be interested in them and capable of seeing them through. Independent projects (which move children into time-limited projects of their own choosing) do have advantages, which are that they foster individual enthusiasms, yet reduce the possible adverse effects of separating the independent learners from peers and conventional school activities. Still, there is always the danger of regarding special projects as "icing on the cake", rather than as part of the basic meal for those capable of digesting it. After all, the educator has to remember to incorporate independent study regularly into classroom instruction, but always with the understanding that curriculum content for such projects will change as students change, bringing new learning preferences with them. Also, when independent projects are poorly administered, they serve only the self-starting, independent-minded children who pursue their interests doggedly, while neglecting those who rely on external stimulation.

How should educators view the expansiveness of enrichment?

Equitable programs for the gifted should extend gifted education beyond the domain of the conventional school life. They require a quickening of instructional pace, a broadening and deepening of curriculum scope, and an extension of learning space, hours, and support services. They operate on an assumption that enrichment is as much an educational imperative for the gifted as is the "common core" for the general school population (including the gifted). The design of the curriculum should resemble that of the Japanese flag, a large circle within a larger field (see Figure 1), with the circle representing the "common core" experiences of all children, excluding handicapped learners.



The "common core" encompasses skills, knowledge, insights, and opportunities for creative initiative that all students need in order to appreciate and function well in the world they inhabit. This "common core" is the fixed "sina qua non" of the school's offerings and, therefore, is programmatic rather than provisional. The area beyond the circle represents enrichment experience open on a trial basis to any child suspected of having talent and reserved for those whose signs of talent are unmistakable. It is programmatic and, therefore, as much a permanent part of the overall school curriculum for the gifted population as the "common core" is for all children. As such, the real test of the school's commitment to educating the gifted is the extent to which the larger field remains intact, without being cut back to the boundaries of the inner circle which is then decorated with some temporary frills along the edge.

Reserving educational experiences exclusively for the gifted may sound like favoritism, but if this be favoritism; it is favoritism without prejudice. It represents equal educational opportunity in the sense that it helps to meet the educational needs of all children without neglecting those who have the potential for excellence. The young athlete who shows promise of competing effectively in international sports deserves and receives favoritism in the form of special instructions, training gear, dietary adjustments, rest schedules, and practice sessions. Without these opportunities, there is no chance for peak performance or the challenge of the best competition in the world. Yet only the few with a potential for excellence can make the most of such a regimen or even withstand its rigors. That is why the coaching they receive is equitable instruction. Similarly, plasma physics should be taught to the tiny number of students who can absorb it even though it "discriminates" against the huge majority who find it intellectually obscure. These are not violations of fair play or flirtations with elitism, but rather ways of individualizing instruction for children at the upper extreme of the ability continuum.

Finally, if enrichment is to be expansive enough to challenge the gifted adequately, it is necessary to enlist assistance beyond the physical school building, school resources, and school schedules. This is by no means a rationalization for schools to abdicate their in-house responsibilities to differentiate education for their ablest students. Rather, it takes into account the range of abilities and interests of gifted children, which are so wide that the school is actually a restrictive environment for them. A fifth-grader who can benefit from experience in medical research or an introduction to law practice is not likely to find much help among the people and materials at school. In fact, the aggregate range of knowledge of gifted children in a single school is often broader and deeper than is that of the entire teaching staff in the children's fields of interest. What gifted students need is an opportunity to supplement their school experiences with apprenticeships to selected community professionals who are capable of elevating them to new heights of inquiry in their separate pursuits. Although this introduces possibilities for career guidance in real-life settings where productivity is accomplished in the context of occupations, it is not a license for schools to divest themselves of responsibility for the children by "shipping them out" to places where people are better qualified to take care of their needs during and after school hours. The community professional may be more steeped in knowledge of a particular field, but it takes a trained educator to "package" that knowledge into a meaningful learning experience for children. School personnel have to be on hand to help the gifted understand the meaning of their encounter with the occupational world while accomplishing as much as they can in their on- and off-campus studies.

How may a school district structure and apply an enrichment matrix?

The foregoing discussion lays the groundwork for conceiving an enrichment model in the form of a grid, with the rows denoting content areas and the columns consisting of three sections labeled (1) content adjustment, (2) cognitive processes, and (3) personal and social consequences (see Figure 2).

Content Areas/ Disciplines	CONTENT ADJUSTMENTS					Higher Level Cognitive Processes	Social and Affective Consequences
	Telescoping Common Core	Expansion of Basic Skills	Programmatic Augumentation	Provisional Augumentation	Out of School Augumentation		
Language Arts							
Mathematics							
Sciences							
Social Studies							
Music							
Art							
Literature							
Supplementary Area I							
Supplementary Area II							
Inter-disciplinary Area I							
Inter-disciplinary Area II							
Etc.							

The task of planning differentiated education is one of filling in the cells of the matrix with a graduated sequence of activities that represent the best thinking and commitment of a duly appointed curriculum committee, not just a single teacher or an informal group of staff members whose ideas stand little chance of becoming official policy. One of the most serious constraints will be the time frame in which the committee is expected to do its planning. Administrators are sometimes pressured to develop a viable curriculum for the gifted practically overnight. In the rush to get something underway quickly, they find themselves settling for provisional enrichment that can materialize in short order and may be useful as a quick palliative, but is so makeshift that it has no lasting strength.

Programmatic enrichment, on the other hand, takes a long time to plan, longer to implement, and much longer to fade. Designing it requires as much hard work and imagination as writing a new K-12 curriculum in a major subject area, without having access to the old one or to any other, for that matter, as a source for ideas. The parent whose gifted child is bored in the fifth grade is understandably impatient and would rather settle for temporary provisions than wait for a program that may not be ready for implementation until the child is already in high school. The curriculum committee, therefore, should work on two plans simultaneously: one to deal with short-range needs (since doing something for the gifted is better than doing nothing) and another to put into place at a later time (when doing something for the gifted can give way to doing what is best for them). The enrichment matrix is far more concerned with the longer perspective while respecting and taking into account the shorter one, as well.

Selection of Curriculum Content

Content areas include the conventional disciplines that comprise the common core (e.g., language arts, mathematics, sciences, social studies, the performing arts), plus at least one supplemental area of study not generally included in the pre-college curriculum (e.g., cultural anthropology, geopolitics, psychology, studies in ecology) and interdisciplinary syntheses (e.g., humanities, aesthetics). Introducing a supplementary and interdisciplinary content would demonstrate that this subject matter need not be reserved for college-level study.

The choice of supplementary and disciplinary content areas should reflect two considerations. First, so-called "newer disciplines," such as sociology, anthropology, and psychology, have matured through vast amounts of research published in this century and are ready to receive serious attention at all school levels. Second, there are topics of study, such as geopolitics and ecology, that are becoming more and more important in helping us understand the world in which we live. The gifted should not have exclusive access to any of these disciplines, but if they lead the way, the chances are that others will follow. What is suggested here is that the education of exceptional children at both ends of the ability range is the forerunner of education for those who function closer to the norm. The content of programs for the gifted and the methodology of programs for the learning handicapped eventually affect "what" and "how" all children are taught at school. If this content ever is to infiltrate into the elementary or secondary school curriculum, it should be included first as educational enrichment that can then be adapted for study by all children.

Enriching Curriculum Content (how to use the matrix)

The first five columns of Figure 2 refer to content adjustment, or the various approaches to curriculum enrichment. Each subject matter area is developed accordingly and given legitimacy as a programmatic course of study and an educational imperative. It is to be administered by teachers who are capable of working with the gifted and sequenced from one grade level to the next, wherever appropriate.

The matrix has at least two functions. First, it is a framework for a master plan covering all disciplines that will address the diverse talents of students in the program. This does not mean that every cell has to be filled before any action can take place in the classroom. Quite the contrary, in the interest of saving time, it is preferable to deal with only two or three content areas at the outset; and those choices may be made for the sake of convenience. Whatever subjects lend themselves to relatively quick, easy, and thorough enrichment planning are obvious first choices. It also is helpful if the needs addressed initially are the ones that the community and staff identify most persistently and can diagnose with the least amount of error. For example, introducing enrichment in academics is much simpler and more popular than is formulating a K-12 sequence in social leadership, even though a case might be made for giving priority to the latter kinds of talent in our modern world. It would be a waste of time, therefore, to delay serving the needs of the academically gifted until the same could be done for young social leaders.

A second function of the matrix, every bit as important as the first, is its use in developing individual contracts with children who may be gifted in one or two areas and require content adjustment only in these. Appropriate cells can then be filled in accordingly, taking individual differences into account. Although the contract has to be adjusted to each child's needs, whatever is written into it should come out of the master plan. Suppose, for instance, that the master plan dealt with ways in which to enrich the program in the language arts, mathematics, the sciences, and social studies. Teachers would then have available to them a framework detailing how to adjust content for the gifted in these four subject areas. Once the total design was in hand, teachers could select appropriate parts of it to use in contracts with children possessing those special talents. The matrix for enrichment in mathematics would go to the mathematically gifted, and the same matching of subject area to a gifted child would be arranged for language arts, for sciences, and for social studies. Sometimes, the entire master plan might appear in a contract if the child in question showed enough all-around talent.

Finally, the enrichment matrix encourages flexibility even within a single content area by nurturing individual student initiative as part of the overall scheme. In addition to being exposed to the same special subject matter and skill training, children sharing similar needs and interests are helped in and out of school to pursue special topics of their own choosing. In some cases, the gifted can be released to work by themselves; most often, however, they need guidance and instruction to help them reach their goals.

Curriculum Adjustments

1. One obvious way to address individual differences between the gifted and non-gifted and also among the gifted themselves is telescoping the common core, or condensing the teaching of conventional subject matter in less time in order to move students to higher levels as quickly as possible. The logic is simple: since the pool from which gifted children tend to emerge consists mainly of rapid learners, they are likely to benefit from acceleration through courses of study in which they excel. In some curriculum areas, such as mathematics, it may be particularly important that they complete the basics in the least amount of time, thereby sparing themselves the tedium of dwelling on content that they either know already or can absorb in short order. Research findings tend to support acceleration regardless of whether it is in the form of early admission to school; rapid advancement through elementary, junior, or senior high school; or admission to college with advanced standing. This empirical evidence has had little impact on the schools thus far, as educators find this type of administrative adjustment generally less attractive than lock-step arrangements with supplemental studies as time fillers.

2. Another method of adjusting curriculum content for the gifted is extending basic skills and competencies in preparation for important original work. Basic skills are often known as the tool subjects, relatively unimportant for their own sake, but indispensible for enabling the learner to gain access to substantive areas of study. Among the most familiar tools, of course, are reading, writing, and arithmetic. Learning how to read can be a waste of time unless it is applied to any number of situations, such as understanding street signs, newspaper stories, great literature, and recorded history. Writing is also intended for any number of purposes ranging from simple communication to composing memorable prose or poetry. Similarly, number facts have their use in the marketplace and in the language of higher mathematics. In short, the tool subjects are necessary for mastering the conventional disciplines and for making original contributions to them; they, therefore, serve as keys to knowledge.

   Basic skills are not to be construed as a discrete and universal set of skills for all children. Even the three R's have to be modified and sometimes ignored in deference to other needs and individual differences. For example, sign language is a tool for communication among some deaf people; the blind rely on Braille symbols, compressed speech, and various electronic devices to exchange messages and on a walking stick with laser-beam sensors for safe locomotion; and the mentally retarded training in a self-care curriculum need to engage in all kinds of activities for daily living, such as manipulating buttons, zippers, spoons, forks, soap and water, and whatever else they must master to function independently. In these cases of exceptionality, the tool subjects are conceived according to the nature and the needs of special populations and are understandably excluded from the curriculum of the non-handicapped.

The same consideration should apply to the modification of basic skills and competencies for the gifted. If these children are to stand a chance of producing knowledge in their chosen fields, not just consuming it, they need the tools for accomplishing what only they can accomplish. For example, those with unusual sensitivity to language structure can benefit from an introduction to linguistics and general semantics. Gifted young writers need to learn how to express themselves in different forms of poetry, drama, and the familiar essay, in addition to mastering the conventional narrative and critical writing skills that all children study; and children with extraordinary reading comprehension and sensitivity to symbolism in language deserve to be taught the elements of literary criticism.

Basic skills for the young mathematician may be some extensive units in mathematical logic and the languages of computers. Children who show signs of someday becoming contributing scientists need to learn how to extend knowledge in their fields through the scientific method, which encompasses skills in finding and stating problems, developing rationales for investigating them, formulating operational hypotheses, designing plans for gathering and analyzing data, and learning how to report and interpret findings. Similarly, the child with a potential for becoming an historian requires the skills of historiography, which would be wasted on a student who reads history for understanding, but without any intention of creating theories about it.

In essence, then, the expansion of basic skills and competencies is a way of providing the gifted with the "tools of the trade" that they will need in their mature creative years. Few children can learn how to use these tools effectively by themselves, but they should not be denied the opportunity simply because they constitute only a minority in the schools. The potential benefits to them and to society should outweigh any reservation people may have about enabling the relatively few gifted to excel, especially since so much has yet to be done in helping even greater numbers of children to function adequately in their studies. A program that is fair to all children does not sacrifice the needs of one subgroup for those of another; nor should children functioning at either extreme of the ability continuum have to live up or down to the basic skills requirements that apply to the vast majority whose level of performance is closer to the mean.

3. A third type of curriculum adjustment is programmatic augmentation. As defined earlier, the term "programmatic" refers to subject matter that is a prescribed, sequential, and permanent part of the curriculum, rather than an occasional frill. Telescoping the common core and extending basic skills and competencies are forms of programmatic adjustment, except that they deal with different kinds of content: the first with curriculum material required of all children and the second with tools of learning necessary to achieve excellence. Here, the reference is again to the common core, but this time the charge to the curriculum planning committee is to develop a course of study for each discipline that adds dimensionality to the conventional curriculum.

Thus, for example, the study of folk tales as literature might be supplemented by cross-cultural comparisons of the content of such stories and how they might reflect on the societies from which they originate. In mathematics and science, virtually every topic can be studied in greater depth with the help of supplementary materials, instructions, and exercises. In history, an examination of the causes of the Civil War might also include a parallel investigation of European policy toward the Union and the Confederacy during that period; or the children may be helped to understand history through art, music, and literature instead of relying solely on the conventional political, military, and economic data contained in so many textbooks. Conversely, music, art, and literature might be better understood in the context of historical milieus.

The purpose of programmatic augmentation for gifted children is to expand their knowledge base laterally, to sharpen their perspectives, and to help them determine what kinds of new knowledge should be developed. In many schools, this kind of enrichment is called an "honors program" or an "honors curriculum" and is presented by teachers as a scope and sequence open to those who can absorb it successfully. The rationale is that ideas often beget ideas and that children capable of learning more and better ones are most likely to create more and better ones. However, programmatic augmentation should never be confused with "more of the same" exercises that fill up the child's time with busy work and little else. Teachers are sometimes misled by the work habits and discipline of students who apply themselves to even unimportant activity. The problem in such a situation is that there are no signs of boredom to reveal that there is something wrong. The only clues are in the augmented program itself, which has to be examined for its own merits, even if it seems to satisfy the child's desire for some kind of educational activity, however trivial or superficial it may be.

4. A fourth type of content adjustment is provisional augmentation. The term "provisional" is used, as it was earlier, to refer to enrichment activities that are fragmentary, teacher-bound, lacking in sequence, and transitory additions to the common core curriculum. Yet there is room for provisional augmentation for two reasons. First, teachers should serve as role models in spite of the real possibility that they will have to profess a limited knowledge of the fields in which their gifted students excel. They can serve as models simply by cultivating their own passionate cultural interests in any field, be it raising chicks, learning computer technology, studying ancient Chinese pottery or Gustav Mahler's music, or examining anything that fires their imaginations and that may be shared enthusiastically with the gifted. These individual pursuits show by example how personally satisfying and important it is to develop knowledge, not just the skills to help others find it.

A second reason for planning provisional augmentation is that if a teacher shows enthusiasm for a particular field of interest, that enthusiasm may be contagious and inspire some of the children to delve into those fields in the hopes of making contributions to them someday. Almost any biography or autobiography of a celebrated individual contains some reference to the discernible influence of a teacher or mentor, whose interest in a particular subject area had stimulated an inquiry that carried at least one person to greatness.

With provisional augmentation, the teacher has to serve not only as a learning activity manager helping gifted children locate and generate ideas, but also as a possessor and dispenser of knowledge. The easiest first step toward building a gifted program is to allow such teachers to initiate provisions based on their own interests and strengths. Such plans can be made in relatively short order without investment in new resources. Too often, however, the schools become complacent, especially if the effects are to satisfy the children and pacify community activists who clamor for enrichment. Under these circumstances, it is easy to forget that introducing special provisions is only the first of two goals and, by far, the easier one to reach. Reaching the second goal of designing and implementing a full-scale program for the gifted is far more difficult although the qualitative differences between provisions and programs make the effort worthwhile.

Provisional augmentation may reflect the student's individual interests, as well as the teacher's. Either way, the possibilities should allow children to engage in independent activity according to their respective enthusiasms and work habits. Some of these projects may be carried out off campus, provided the logistical problems are dealt with seriously and effectively. Too often, educators assume that children who are highly motivated and qualified to embark on projects that reflect their areas of interest are necessarily capable of working their way through to the end without help or supervision. Gifted children who are left to their own devices frequently flounder and fail to finish their work; or if they manage to turn in a completed product or performance, the quality is embarrassingly low. There are, of course, exceptions, those who are single-mindedly dedicated to independent work and who can be relied on to take all necessary initiatives in assembling and organizing the best possible resources to finish the job brilliantly. However, the gifted do not necessarily have that kind of self-discipline, and their initial enthusiasm is liable to wane unless they are kept on task every step along the way.

5. A fifth type of curriculum adjustment is accomplished through out-of-school augmentation and is programmatic in nature. Gifted children need opportunities to apprentice with outside producers and performers in the field at the sites where innovative work takes place. There are at least four kinds of benefits to be gained from such activity. An obvious one is the opportunity for in-depth learning in a setting and with instruction that cannot be matched at school. In a real sense, the gifted can use this field experience to extend their knowledge base through the use of higher-level thinking processes and advanced communication and study skills.

A second benefit to be derived from working in the field with gifted people who are in mid-career is the opportunity to absorb various life skills that are important for productive work in those fields. Included are such personal and social competencies as leadership, conflict resolution, trust building, and collegiality with other productive people. Students also benefit from the opportunity to learn special techniques for decision making through brainstorming, to seek flexible responses to obstacles, and to demonstrate steadily increasing independence through initiative, resourcefulness, and the wise management of time. As might be expected, the school-based specialist in the education of the gifted figures prominently as a personal counselor in facilitating life-skills growth among able children participating in the special field work.

The third advantage of out-of-school augmentation is that it makes it easier for the school counselor to help the gifted consider career development. Through guided experiences in the field, students clarify their career interests and aptitudes and increase their knowledge of occupational opportunities. They also increase their familiarity with the requirements for entering and the constraints in progressing in the world of work. By improving the children's knowledge of career options and individual proclivities, the counselor will be able to serve an invaluable function in helping these students determine appropriate career goals.

A fourth benefit of out-of-school augmentation, which sometimes is overlooked even though it is as important in its own way as the other three, has to do with the psychosocial adaptations necessary to succeed in any area of work. Children serving as interns with people in high-level occupations realize immediately that each job imposes its own requirements, regardless of ability. As interns, students would have the opportunity to examine these constraints close-up to see how willing they are to live by them. For example, if the research scientist customarily engages in projects lasting a year or two, or even longer, is the gifted science intern willing to live with the delayed gratification, as well as the frustration if results do not emerge as expected. If the workload fluctuates between around-the-clock activity and a far less frantic schedule, what are the effects on one's personal life? Would the young apprentice want to enter such a profession even if it can strain relationships with others? What is the dress code of the profession, and does the intern feel suited to that image?

Sometimes, the realities of careers lead to disillusionment, as in the case of a child who aspires to a career in veterinary medicine because of a love for animals, but is placed in an internship with veterinarians who do not share that love. The child sees them, adversely, as entering the profession only for the sake of financial security and social status. These perceptions can be eye-openers to the young intern, but it takes an off-campus apprenticeship to help the child experience them at all.

Considering that the worlds of education and work are vastly different, it is obvious that the qualifications for excellence in one do not always apply in the other. This has important implications for identifying talent. Those instruments or procedures used for identifying great interest in a career may be quite different from those that assess the skills used successfully in that career. For example, when interning in a residential facility for the mentally retarded, the student quickly learns that many hours have to be spent in teaching the adults not to injure themselves. Would the high IQ have served as a sign that the young intern would not be bored or even discouraged by such a seemingly tedious instructional routine? Since it is so difficult to know in advance how to establish the internship that "fits" the child, the exploratory aspects of out-of-school augmentation serve a tremendous function in disclosing the temperament and interest demanded, as well as the skills.

Combined with apprenticeship experiences, the study of biography and autobiography can help to orient the gifted to careers and excellence in them. This material provides the child with insight into the lives of the celebrated, with some emphasis on the joys and travails in the work they did. It is a vicarious "shadowing" experience that enables the reader to follow great people from one adventure to the next while learning about their innermost feelings in the process. The potentially gifted should also be allowed to "shadow" highly able live people at their places of work in the community, including the college campus, law office, hospital laboratory, dance studio, editorial office, or wherever else productive activity takes place. It gives the child an opportunity to raise meaningful questions about the work being done and to explore different occupations as part of the preparation for an apprenticeship that involves on-site training.

Cultivating Cognitive Power

Out-of-school augmentation is one of the five proposed means of adjusting conventional curricula; the others include telescoping common core subjects, extending basic skills and competencies, programmatic augmentation, and provisional augmentation. In addition to modifying content, there is need to emphasize high-level cognitive processes as they apply to each subject matter areas, and, of course, to gifted children. Fortunately, the literature on educational enrichment is itself rich with designs for stimulating the gifted student's intellect. But as important as it is to help the child deal successfully with complex intellectual processes, the methods of administering such assistance would have to be selected carefully in order to ensure the desired effect on the child. Sometimes, teachers are content to deal with cognitive operations out-of-context in the hope that such exercises will "train the mind." Unfortunately, there is no solid evidence to show a carry-over from out-of-context training to applications in the context of the curriculum. There also is no universal consensus as to what constitutes the cognitive hierarchy or where a given problem-finding or problem-solving operation belongs in such a hierarchy. It is advisable, therefore, to accept as reasonable many ideas for cultivating high-level thinking processes and to apply them to the curriculum, without prejudging how complex each operation is in comparison to any other.

What are some suggestions for teachers?

The following suggestions to teachers are intended as examples to illustrate, not to blueprint, activities in the classroom that may add meaning to the gifted child's learning experiences:

1. Discerning the unfamiliar in the familiar. Ask children to look at the shoes they are wearing (or at any familiar sight) and perceive something physical or functional that they had never noticed before. The same exercise can be applied to the Bill of Rights or the Gettysburg Address, but only after the children have read it so many times that it would seem pointless to expect any more benefit to be derived from another reading. Well-known poetry, essays, stories, art, music, and even scientific and mathematical phenomena also lend themselves to this approach, which in making the familiar strange, permits rediscovery, reinterpretation, and a fresh understanding.

2. Enhancing the familiar. Ask children how they would improve the welfare of dogs, birds, the poor in their community, underdeveloped nations, their families, and perhaps even themselves. The purpose is to develop brainstorming as a serious and useful technique that often is applied to some of the most critical problems in society.

3. Contemplating the "might have been" and the "might be". Stimulate children to conjure up consequences for events that might have happened in the past and those that may happen in the future. Ask such questions as, "What would the world be like if the Nazis had conquered Great Britain in 1940 or 1941?" "What would America be like today if the South had won the Civil War?" "What might happen to our daily lives if the superpowers achieved a permanent peace agreement tomorrow?" "Describe our society in the year 2000 if zero population growth were achieved by tomorrow and if the next day's headlines reported a breakthrough in medical research that could prolong a lifespan to 120 years." Here, too, it would become apparent that imagining consequences is not always a matter of fun and games.

4. Speculating about human progress. Encourage children to develop the skills of speculation by having them forecast possible changes in technology, politics, ecology, international relations, and any other area of concern. Ask them what problems would be created by the changes they foresee and how these problems might be overcome. It is important to discourage idle speculation that derives from ignorance and to emphasize, instead, the need for a solid base of knowledge through research that can provide some support for speculation.

5. Cultivating the power of curiosity. Have children reflect on what they would like to know more about in any realm of inquiry, even in an area that may be far removed from the curriculum. Schools often concentrate almost exclusively on problems that have been solved in the past, as if to suggest to students that it is enough for them to inquire into what is known without bothering about the unknown. Some children, who have gained the impression that the unknown is unknowable, question why we bother to explore it. Even with respect to existing knowledge, gifted children often sit back and wait for it to be served up to them instead of initiating a search on their own. Teachers can make up for this complacency by emphasizing the importance of methods of problem finding, disciplined curiosity, and stimulation of independent interests.

6. Cultivating the power of innovativeness. Teachers might ask children, "Do you have an original idea about anything? Possibly something you thought about after reading a book, participating in a class discussion, watching a movie, doing an experiment, or just plain daydreaming? It may even be an idea that turns out to be original only with you since others have thought about it before. That doesn't matter, so long as you think it's your own." Children have to be convinced that education is an exercise not just in "sponging" on existing knowledge, but also creating new knowledge. It is startling sometimes to see students delving into subject matter without feeling the urge to draw any refreshing inferences, much less having an "aha!" experience. The reason for it has nothing to do with their inability to make a creative leap from the subject matter at hand; they simply are not challenged to do so often enough. If the challenge were ongoing, it would be easy for the gifted to develop a habit of making newness a by-product of every important learning experience. In fact, their response to such stimulation may well be the most important signs of how gifted they really are.

7. Separating intellectual wheat from chaff. Children have to be trained to distinguish between essentials and embellishments. They can examine advertising and propaganda to learn how language is used to enlighten, entertain, promote, denigrate, and indoctrinate. Preparing to conduct an interview is also a good way in which to develop probing skills. Children might be asked to formulate what they think are the ten most important questions they would pose to a famous person of the past or present to get a better understanding of human and situational factors associated with fame. Finding the right questions to ask will also help children to understand the everyday world about them. They will come to realize that, although a city's historical landmarks are popular attractions, its survival depends far more on little known facts about the ways in which it disposes of garbage and sewage. Children ought to learn how to find the right questions so that these facts would come to light should they conduct an interview with an engineer at the local waste disposal plant.

8. Data gathering for decision making. Teachers can help children to organize knowledge by asking not only the right questions, but also by

asking enough of them to support the wisest possible judgment. This is essential for convergent thinking, especially when serious matters are at stake, as in the case of medical decisions. An intern in medicine might be presented with a case of a hypothetical patient who complains about a bellyache and seeks relief. The medical educator responsible for training the intern has put together the "case history" of the patient and "determined" the nature of the ailment. The intern, who has not seen any of the diagnostic data, is then invited to ask for any kind and amount of information about the patient's symptoms and to make a diagnosis based on the data requested. It is then possible to evaluate whether the facts obtained about the ailment are the right kind and in the right amount to help determine its true nature. In other words, has the intern asked only relevant questions? Were any relevant questions not asked? Methods for sharpening questioning techniques are applicable in any subject matter area in which things have to be explained.

9. Studying the "crystal ball". Futurism is a popular subject in search of a methodology that will leave forecasting less and less to chance. Children might be asked to plan what a house (or a city or government) will be like one hundred years from now. Such an exercise requires the child to have a formidable grasp of current information and enough imagination to project from the "what is" to the "what might be." Some influential factors are highly predictable, such as climate, geography, the physiology of living organisms, and other "laws of nature." It would be helpful, therefore, to analyze how these "laws of nature" set limitations on the design of a house, city, or government for all time.

10. Learning to live with dilemmas. Dealing with predicaments, imagined and real, is always a useful exercise. The teacher may introduce brainstorming alternatives on matters without consequence or dilemma, such as imagining as many uses as possible of empty coffee jars, but eventually should extend the activity to more challenging issues, such as political plights and quandaries. A group assembled on a playing field might be asked to devise a sports program with the understanding that they have no access to any kind of athletic equipment. At a more advanced and meaningful level, some students may be qualified to write scenarios for keeping the United States from being trapped into alliances with right- or left-wing dictatorships in South America. Life is filled with unappealing Hobson's choices, and children have to learn that it is necessary to live with them.

11. Enrichment with a conscience. Finally, there is the matter of teaching gifted children the social and affective consequences of becoming a high-level producer or performer. Problems relating to self-concept, friendship, career choices, and emotional development have special meaning for gifted children because of their unique abilities and needs. Perhaps the worst possible outcome of an enrichment program would be a cadre of technocrats who are brilliant in the work they do, but who have no conscience or commitment to a set of values and are willing to sell their talents to the highest bidder. Hitler's master

architect, Albert Speer, is a notorious example of giftedness without a conscience; and there are many others in the annals of history.

There also are extraordinarily inventive people who may be well-meaning, but extremely naive about the impact of their work on society. The creators of DDT, for example, intended to save crops from destruction by insects, but neglected to project the possible effects on the environment. Such shortsightedness is a human failing with varying consequences, depending on what is at stake. In ordinary human activity, it can produce annoyance and regret; in highly sensitive work, it can lead to tragedy. The gifted must learn, therefore, that there is no unmitigated virtue in intelligence when there is no allegiance to a code of ethics to govern its expression. Values clarification is essential, inasmuch as it deals with the responsibilities of assuming some kind of leadership in the world of ideas.

Some children exhibit a highly developed sensitivity to the human consequences of innovation and may someday be acclaimed as important social commentators. There obviously is a need for such specialists who can serve as the conscience of the people, provided they are not seen as the sole arbiters of right and wrong and authoritative prophets of utopia or doom. This gift, however, is a mixed blessing if it encourages those who are gifted in some other way to absolve themselves of responsibility or accountability for any of their innovations. Such indifference is displayed occasionally by gifted young scientists who, asked how they would feel about working on an invention that could someday be used to blow up the world, reply simply that their job is to invent while some amorphous entity called "society" and its leaders have all moral responsibility for what happens with their product. These inventors rationalize their detachment further by claiming that a conscience would only inhibit their freedom to innovate. This may be so, but it is the lesser risk.

Underlying the development of any enrichment matrix, therefore, should be the recognition that regardless of their special talents, all gifted children must concentrate as seriously on the affective aspects as they do on the cognitive in any taxonomy of educational objectives. This means internalizing human values and judgments and accepting responsibility for developing kinship with other human beings and caring for their needs. Values are to be examined for the purpose of forming a personal code of conduct, and the choice has to be guided to some extent by universal principles, rather than by mere personal taste. Among the universals are (1) faith in the power of reason and in methods of experimentation and discussion, (2) the need to conserve human and material resources, and (3) the priority of the general public welfare over benefits to specialized and narrow interest groups. But all of this soul searching should be combined with a commitment to action, for just as creative work without a regulating conscience leads to recklessness, contemplation without creative work leads to intellectual impotence. As John Dewey allegedly once said, "While saints engage in introspection, burly sinners rule the world."

GUIDES IN GIFTED EDUCATION:

A Proposed Enrichment Matrix

Reader Feedback

1. Which aspects of the program enrichment guide seem most appropriate to and applicable in your school district?

2. Which aspects will your district most likely implement?

3. For which aspects of program enrichment would your district need state or regional input?

4. What additional activities and training do you feel would be appropriate for inclusion in an updated version of Guides in Gifted Education on program enrichment?

Thank you for your contribution.

Return completed forms to:

New Jersey State Department of Education
Bureau of Academic and Cognitive Skills
Division of General Academic Education
225 West State Street, CN 500
Trenton, New Jersey 08625

JC/pe:1/2234j

This packet is part of the
New Jersey State Department of Education

Guides in Gifted Education.

Insert the packet directly behind the index marked,

Disadvantaged Gifted.

This sheet may then be removed.

GUIDES IN GIFTED EDUCATION:

Disadvantaged Gifted

Saul Cooperman
Commissioner of Education

Division of General Academic Education
Joel Bloom, Assistant Commissioner

Principal Author
James J. Gallagher

New Jersey Department of Education
225 West State Street
Trenton, New Jersey 08625

TABLE OF CONTENTS

Page

Introduction 1

How may a talent search assist districts in identifying disadvantaged gifted students? 1

How should differential programming be employed for disadvantaged students? 3

What special services should be available for disadvantaged gifted students? 4

Table 1: Alphabetical Listing of Instruments and Recommendations for Use 7

Table 2: Matrix of Promising Practices for Identifying the Disadvantaged Gifted and Talented 9

Disadvantaged Gifted

Introduction

It long has been recognized that extraordinary intellectual ability can be found in every ethnic and racial group. It also has been established that unfavorable environmental circumstances can sometimes mute or limit the expression of individual gifts and talents. Districts must make it their special responsibility, therefore, to seek out and develop those extraordinary gifts through programs for gifted children.

A variety of environmental conditions can conspire against children to prevent them from achieving their maximum intellectual development. Such factors as families that are distracted by conditions of poverty, unemployment, divorce, etc., are often unable to provide the full support or enrichment necessary for the intellectual development of the child. Sometimes, too, peer groups can be a negative force. If students perceive few opportunities or a bleak future for themselves, they may react by demeaning and devaluing school and its associated scholarly or intellectual activities, and thereby put negative pressures on those students who are anxious to achieve.

Under such circumstances, the school needs to exert effort to provide that missing encouragement and support which is necessary for the full flowering of native intellectual ability. This can be accomplished by attending to identification techniques that are nondiscriminatory, curricula that honor and value a multicultural approach, the use of role models, and the establishment of a school climate dedicated to excellence and the support of excellence.

How may a talent search assist districts in identifying disadvantaged gifted students?

Since the percentage of students identified as gifted is lower among children from low-income ethnic and racial groups when traditional methods of identification are used, attempts should be made to use alternate practices that would hold promise for uncovering hidden talent. One such practice might employ a talent search that would include, but not be limited to, the use of non-discriminatory tests, teacher ratings, peer ratings, and self-identification procedures. All school districts should seek alternate methods, which do not stress the verbal skills emphasized on traditional tests of aptitude, for identifying gifted students from minority or disadvantaged environments.

1. Racially and culturally unbiased evaluations. All tests and evaluation materials and procedures utilized for the purposes of

evaluation and placement of students with special needs should be selected and administered so as not to be racially or culturally discriminatory. Such materials and procedures should be provided and administered in the student's native language or mode of communication, unless it clearly is not feasible to do so. No single procedure shall be the sole criterion for determining an appropriate educational program for the student. Test results should accurately reflect the student's aptitude, achievement level, or whatever other factor the test purports to measure, rather than the student's impaired sensory, manual, or speaking skills (except when such skills are the factors which the tests purport to measure).

A roster of instruments that are deemed suitable for the identification of gifted students and which seem to be free of discrimination will be provided by the State Department of Education in order to allow local school systems to choose instruments appropriate for their needs. In addition, charts, such as those provided in Table 1, pages 7 and 8, are indicative of the range of materials and practices for identifying the minority gifted that might be considered.

2. Nontesting procedures. There are a variety of procedures that can be used in conjunction with standard instruments to provide local selection committees with information from which to make a decision on eligibility.

    a. Teacher ratings and peer group ratings. If accompanied by inservice for teachers on what characteristics to look for, teacher ratings can be a valuable adjunct to IQ and achievement tests in the identification of likely candidates for special programs. In addition, peer groups have proven to be accurate in their assessment of those within their groups who have the ability to think quickly and effectively.

    b. Self-report checklists. For older children, self-report checklists or inventories, such as the Autobiographical Inventory, might reveal strong motivation for a particular academic or intellectual field which can be capitalized upon through an enrichment program geared to diverse ethnic interests and values.

3. Trial enrichment classes. Trial enrichment classes that select students on a volunteer basis may yield unexpected gifts through the quality of responses of students not previously identified as gifted. Such students might be encouraged by the teacher to join the traditional gifted program if the teacher feels that the student can participate productively in it.

4. Consideration of a selected percentage of identifiable disadvantaged, minority, or ethnic groups. Finally, consideration may be given to including students scoring in the top five to ten percent of an identifiable disadvantaged, minority, or ethnic group on standard measures without regard to the particular elevation of their scores. It can be assumed that the scores of high-ability disadvantaged students may have been depressed from one-half to one standard deviation, which means that a student scoring 115 on the standard IQ test might actually have scored in the 125 to 130 range, given a more favorable environment. This student might be given an opportunity to participate in the programs for the gifted on that basis.

   One instrument which quantifies such adjustments for cultural factors is the SOMPA (the System of Multicultural Pluralistic Assessment) by Mercer and Lewis (1977).* The scale weighs traditional IQ scores, taking into account ethnic and cultural variables, to generate a score for the child in comparison with those of other children from similar backgrounds.

   A matrix of promising practices for identifying the disadvantaged gifted is presented in Table 2, page 9.

How should differential programming be employed for disadvantaged gifted students?

The program and curricula for gifted students from different cultural backgrounds, as well as for the regular school, should reflect the multicultural composition of the school population. The curricula adaptations for gifted students from different cultural backgrounds should stress:

1. The development of curricula through teaching strategies that facilitate the sharing of cultural or racial experiences with children from other backgrounds and that emphasize the importance of each group.

2. The establishment of special programs that can serve as transition or trial placement for children perceived as having high potential, but lacking in basic skills.

3. Individualization emphasizing the development of strengths and the remediation of weaknesses of each child.

---

*Mercer, J.R., & Lewis, J.F. (1977). SOMPA: System of Multicultural Pluralistic Assessment. New York: Psychological Corporation.

Each school district should consider a variety of curricula adaptations to meet the needs of both majority and minority gifted students. Such program options should include acceleration, resource rooms, counseling services, independent study, mentors, and internships, etc.

Local school districts should consider the use of role models, both inside and outside the school program, who could encourage and provide incentives for disadvantaged students. These would include successful business, professional, and artistic models who might serve as mentors for individual or small groups of disadvantaged students. Such modeling might also be accomplished with a "big brother" or "big sister" approach in which older minority students would take some responsibility for helping younger students still coming to grips with their abilities and aspirations.

What special services should be available for disadvantaged gifted students?

Local school districts should be particularly sensitive to the special problems of disadvantaged students in breaking away from their established lifestyles and provide special services and opportunities that will help disadvantaged students feel comfortable with their abilities and develop their potential.

1. Special counseling services should be available to help students deal with the problem of possible alienation from their own subculture which can become a frightening and lonely experience.

2. One of the problems with upward mobility (the process of moving up the social/economic ladder) is the price to be paid because there are few models within their immediate experience to imitate. Students may have to leave behind a lifestyle to which they have become accustomed.

3. Many gifted youngsters have grown up in an environment where neither the alternatives available to them through further education nor the variety of possible careers have been made explicit. Career counseling can develop an awareness of such alternate paths and potential occupations that fall outside of their usual experience and expectations.

Local school districts are encouraged to establish gifted development projects that allow disadvantaged students and others to deal with intellectually challenging material without having to establish eligibility for the gifted program. Such challenging extracurricular projects can serve not merely as an enrichment program, but as an alternate identification procedure for gifted youngsters whose performance on standard instruments does not reach the expected level of performance.

Local school districts, after consultation with State Department of Education personnel, should be allowed to proceed on a demonstration basis with such modifications in identification procedures and programs as would be mutually agreed upon. The local school district would agree to collect data to validate the appropriateness of alternate procedures which eventually could be used or adapted for use in other communities throughout the state.

JC/pe:1/2897j

TABLE 1
ALPHABETICAL LISTING OF INSTRUME[illegible]S AND RECOMMENDATIONS FOR USE

INSTRUMENT	CATEGORY					POPULATION		AGE				ID STAGE		
	General Intellectual	Specific Academic	Creativity	Leadership	Visual and Performing Arts	Advantaged	Disadvantaged	Early Childhood	Grades 4-8	High School to Adult	K-12	Nomination	Assessment	Evaluation
A.S.S.E.T.S.	●	●	●		●	●		●	●			●	●	
Barron-Welsh Art Scale					●	●		●	●	●	●	●		
Biographical Inventory-Form U		●	●	●	●	●			●	●			●	
California Achievement Tests		●				●					●	●	●	
California Psychology Inventory						●			●	●			●	
Cartoon Conservation Scales	●						●	●	●			●	●	
Lattell Culture Fair Intelligence Series	●						●	●	●			●		
CIRCUS	●	●				●	●	●				●	●	
Cognitive Abilities Test	●					●		●	●	●		●	●	
Columbia Mental Maturity Scale	●					●	●	●	●			●		
Comprehensive Tests of Basic Skills		●				●					●	●	●	
Cornell Critical Thinking Tests						●				●			●	●
Creativity Assessment Packet			●			●		●	●	●			●	
Creativity Tests for Children			●			●			●	●			●	
Design Judgement Test					●	●			●	●		●		
Differential Aptitude Tests	●	●				●			●	●			●	●
Early School Personality Questionnaire						●	●		●				●	
Gifted and Talented Screening Form	●	●	●	●	●	●		●	●	●		●		
Goodenough-Harris Drawing Test	●					●	●	●	●	●		●		
Group Inventory for Finding Creative Talent (G.I.F.T.)			●			●		●	●			●	●	
Group Inventory for Finding Interests (G.I.F.F.I.)			●			●				●		●	●	
Guilford-Holley L Inventory						●				●			●	
Guilford-Zimmerman Aptitude Survey	●					●				●			●	
Henmon-Nelson Tests of Mental Ability	●	●				●					●	●	●	
High School Personality Questionnaire						●			●	●			●	
Horn Art Aptitude Inventory					●	●	●			●		●		
Iowa Tests of Basic Skills		●				●		●	●	●		●	●	
Kaufman—ABC	●	●				●	●		●			●	●	
Khatena-Torrance Creative Perception Inventory			●			●			●	●		●	●	
Lorge-Thorndike Intelligence Tests	●					●		●	●	●		●		
Maier Art Judgement Tests					●	●			●	●		●		
Metropolitan Achievement Tests		●				●						●	●	
Multi-Dimensional Screening Device	●	●	●	●	●	●						●		
Musical Aptitude Profile					●	●	●		●	●	●	●	●	
Otis-Lennon Mental Ability Test	●						●					●	●	

Note: From "Identification of Gifted Children in the United States: The Need for Pluralistic Assessment" by E. S. Richert. 1985. *Roeper Review, 8*(2), pp. 70-71.

TABLE 1
ALPHABETICAL LISTING OF INSTRUMENTS AND RECOMMENDATIONS FOR USE

INSTRUMENT	CATEGORY					POPULATION		AGE				ID STAGE		
	General Intellectual	Specific Academic	Creativity	Leadership	Visual and Performing Arts	Advantaged	Disadvantaged	Early Childhood	Grades 4-8	High School to Adult	K-12	Nomination	Assessment	Evaluation
Peabody Individual Achievement Test		●				●					●		●	
Pennsylvania Assessment of Creative Tendency			●			●			●	●			●	
Piers-Harris Children's Self-Concept Scale						●			●	●			●	
Preschool Talent Checklist	●	●	●	●	●	●	●	●				●		
Primary Measure of Music Audiation					●	●	●	●				●		
Progressive Matrices—Advanced	●						●			●		●		
Progressive Matrices—Standard	●						●					●		
Remote Associates Test						●			●			●	●	
Ross Test of Higher Cognitive Processes	●					●			●				●	●
Scales for Rating Behavioral Characteristics of Superior Students	●		●	●	●	●	●				●		●	
Seashore Measures of Musical Talents					●	●	●		●	●			●	
The Self-Concept and Motivation Inventory (SCAMIN)						●	●	●	●	●			●	
Sequential Tests of Educational Progress (STEP)		●				●		●	●	●			●	●
Short Form Test of Academic Aptitude	●	●				●		●	●	●		●		
Slosson Intelligence Test	●					●		●	●	●		●		
SOI Gifted Screening Form		●	●			●	●	●	●	●		●	●	
SOI Learning Abilities Test		●	●			●	●	●	●	●		●	●	
SRA Achievement Series		●				●					●	●	●	
Stallings' Environmentally Based Screen	●						●	●				●		
Stanford Achievement Test		●				●		●	●	●		●	●	
Stanford-Binet Intelligence Scale	●					●		●	●	●			●	
System of Multicultural Pluralistic Assessment (SOMPA)	●						●	●					●	
Tennessee Self-Concept Scale						●			●	●			●	
Test of Creative Potential			●			●		●	●				●	●
Tests of Achievement and Proficiency		●				●						●	●	
Torrance Test of Creative Thinking—Verbal			●			●			●					
Torrance Test of Creative Thinking			●				●		●		●	●	●	
Torrance Test of Creative Thinking—Figural											●	●	●	
Vane Kindergarten Test	●	●				●						●	●	
Watson-Glaser Critical Thinking Appraisal	●					●			●	●			●	●
Wechsler Intelligence Scale for Children Revised (WISC-R)	●					●		●	●	●			●	
Weschler Preschool and Primary Scale of Intelligence	●					●		●					●	

[illegible]: From "Identification of Gifted Children in the United States: The N[illegible]or Pluralistic Assessment" by E. S. Richert, 1985. *Roeper Review, 8*(2), pp. 70-71.

TABLE 2

Matrix of Promising Practices For Identifying the Disadvantaged Gifted and Talented

GROUPS DISADVANTAGED IN IDENTIFICATION: / PROMISING PRACTICES	Inventories/Checklists	Information from Students	Interviews	Biograph. Data/Case Studies	Performance Eval.	Product Eval.	Norming for Subpop.	Culture Fair Tests	Language-specific Tests	I.Q. Tests	Instrumental Enrichment	Developmental Curriculum
• Environmentally Disadvantaged:												
—The Poor	●	●	●	●	●	●	●	●	●	●	●	●
—Minority Race/Culture	●	●	●	●	●	●	●	●	●	●	●	●
—Rural/Urban	●	●	●	●	●	●	●	●	●	●	●	●
—English as Second Language	●	●	●	●	●	●	●	●	●	●	●	●
—Females (in specific categories)	●	●	●	●	●	●	●	●	●	●		●
• Disadvantaged by Kind of Giftedness:												
—Creative	●	●	●	●	●	●						●
—Exceptional Intellect	●	●	●	●				●			●	●
—Visual/Performing Arts	●	●	●	●	●	●						●
—Psychosocial/Leadership	●	●	●	●	●							●
—Psychosocial/Human Relations	●	●	●	●	●							●
—Psychomotor	●	●	●	●	●							●
• Other Disadvantages:												
—Underachievement	●	●	●	●				●	●	●	●	●
—Physical Handicaps	●	●	●	●							●	●
—Learning Disabilities	●	●	●	●							●	●
—Emotional Problems	●	●	●	●							●	●

Note: From "Identification of Gifted Children in the United States: The Need for Pluralistic Assessment" by E. S. Richert, 1985, *Roeper Review, 8*(2), p. 69.

GUIDES IN GIFTED EDUCATION:

Disadvantaged Gifted

Reader Feedback

1. Which aspects of the disadvantaged gifted guide seem most appropriate to and applicable in your school district?

2. Which aspects will your district most likely implement?

3. For which aspects of the guide would your district need state or regional input?

4. What additional activities and training do you feel would be appropriate for inclusion in an updated version of Guides in Gifted Education on the disadvantaged gifted?

Thank you for your contribution.

Return completed forms to:

New Jersey State Department of Education
Bureau of Academic and Cognitive Skills
Division of General Academic Education
225 West State Street, CN 500
Trenton, New Jersey 08625

RHH/pe:1/2897j

This packet is part of the
New Jersey State Department of Education

Guides in Gifted Education.

Insert the packet directly behind the index marked,

The Arts.

This sheet may then be removed.

GUIDELINES IN GIFTED EDUCATION:

The Arts

Saul Cooperman
Commissioner of Education

Division of General Academic Education
Joel Bloom, Assistant Commissioner

Principal Author
Albert Dorhout

New Jersey State Department of Education
225 West State Street
Trenton, New Jersey 08625

TABLE OF CONTENTS

Page

Introduction.. 1

What identification criteria should be used to identify students gifted in visual and/or performing arts?............. 1

What is the challenge for art educators in the identification of students gifted in the arts?................. 4

What kind of differentiated program should be established for students identified as gifted in the arts?................ 5

What are the implications for programming implementation at each upon grade level?................................. 7

What additional activities are available outside of school for students gifted in the arts?...................... 10

What part does the evaluation play in assessing the gifted art program?.. 11

Conclusion.. 12

The Arts

Introduction

This component of the Guides in Gifted Education is designed to offer suggestions regarding 1) the identification procedures appropriate for finding students who are gifted in the areas of the visual, fine, and performing arts; 2) the structure of appropriate programs for these students; and 3) evaluation procedures to assess the extent to which the program has been successful. All three of these elements are essential if the needs of the students are to be adequately met. Although more general aspects of identification are addressed in the section entitled "Identification Procedures", the identification process, as it relates specifically to issues unique to the arts, is included in this portion.

What identification criteria should be used to identify students gifted in visual and/or performing arts?

Accurate identification of any gifted population is dependent upon the use of multiple criteria. The more extensive the information about a child, the more definitive can be the assessment of his/her abilities. The information obtained should address the following: aptitudes, those inherent abilities that do not seem to be affected by instruction; achievements, those abilities that can be developed as a result of instruction; and attitudes, those interests and feelings a student may possess.

Educators in the arts tend to use student performance as the sole criterion for the selection of students into a program; and judgments made through the observation of a performance are frequently intuitive, e.g., "I feel the performer was excellent." This kind of observation glosses over numerous facets of the performance with a single statement, however, when judgment should be expressed in explicit descriptions of discrete aspects of the performance. In addition, even though performance can disclose much about the exceptional abilities of a student, other factors sometimes inhibit performance and thereby mask potential. Often, these factors are such that with only minimal intervention they cease to interfere; and the student is free to display his/her exceptional talents. Explicit descriptions are one way to discover inherent or latent ability that otherwise might be overshadowed or overlooked.

Tests also are available to help educators assess exceptional abilities more accurately. A primary factor to keep in mind when selecting instruments or procedures to assess a child's aptitudes, achievements, and attitudes is whether these methods measure qualities essential for success in the field of endeavor. Utilizing inappropriate instruments or procedures will exclude some students deserving special services while including others who do not need the services.[1]

In attempts to identify students with exceptional general intellectual ability, the initial criterion usually considered is the student's intelligence quotient (IQ). Since the relationship between scores on an IQ test and academic success in school often is strong, it is appropriate to consider scores on such a test for an academic program. To use an IQ test to identify students gifted in the arts, however, is not appropriate. The findings in correlation studies of IQ and success in the arts historically are inconsistent. The source of the discrepancy is not easily identified, but the conclusion is that, when considering criteria for the identification of gifted arts students, IQ scores may exclude the majority of those who should be in the program.[2]

Through a survey of more than 200 arts educators, certain traits have emerged as important qualities among gifted arts students.[3] Some of these qualities seem critical to all artistic areas. According to the educators, the gifted with whom they have worked possess many of the following:

General Artistic Characteristics

A. superior skills
B. determination
C. willingness to explore
D. inventiveness
E. possessiveness of own ideas and willingness to defend them holistically
F. desire to perfect their work
G. long term commitment
H. ability to synthesize from one experience to the next
I. ability to see things
J. intensity of direction
K. critical of own work and the work of others
L. sensitivity to stimuli
M. perception of own work as a production, not a reproduction
N. willingness to share ideas/work
O. strong power of observation
P. ability to "catch on" quickly
Q. sensitivity to what is good
R. willingness to take risks

Within each artistic area, there are criteria unique to that particular domain. On pages 3-4, listed by artistic area, are those qualities considered by the 200 teachers to be critical to each mode:[4]

---

[1] For a list of appropriate test instruments, refer to Richert, S., Alvino, J., & McDonnel, R. (1981). National Report on Identification. Sewell, NJ: Educational Improvement Center, South.

[2] Gordon, E., (1971). The psychology of music teaching (31-32). Englewood Cliffs, NJ: Prentice-Hall, Inc.

[3] Dorhout, A., & Burr, J. (1983). Symposium for the arts teacher training manual. Sewell, NJ: Educational Improvement Resource Center.

Creative Writing

A. concerned with content over form
B. prefers the abstract
C. creates unique characters in a play or story
D. creates unique beginnings and endings to plays or stories
E. loves words
F. aware of the power of words
G. able to unite plot, theme, and characterization
H. highly verbal
I. loves to read
J. avoids cliches
K. uses analogies, etc.

Dance

A. displays physical openness
B. desire to express body movement
C. good sense of timing
D. physically strong with a high energy level
E. physically coordinated
F. has a vision of the body in movement (perception)
G. agile
H. graceful
I. poised

Drama

A. knows the audience
B. involves others in the action
C. tends to lead rather than follow
D. capable of becoming many people
E. animated
F. not self-conscious
G. quick memory
H. sensitive to the power of language
I. loves to role play
J. pleasant or unique vocal quality
K. sense of timing
L. aware of the body
M. looks to extremes
N. identifies with others
O. empathetic to others

Music

A. acute aural perception
B. acute sense of timing
C. enjoys sounds
D. good aural memory
E. reads musical notation well or picks up musical lines with ease
F. sensitive to tonal colors
G. responds to a greater number of musical styles
H. enjoys working in an interdependent setting
I. enjoys playing or singing for others

---

[4] Dorhout, A., & Burr, J. (1983). Symposium for the arts teacher training manual. Sewell, NJ: Educational Improvement Resource Center.

Visual Arts

A. acute sense of color
B. acute visual memory
C. uses the media in unique ways
D. savors art materials
E. sees the unusual in the usual
F. physically coordinated so as to be able to reproduce artistic visions

What is the challenge for art educators in the identification of students gifted in the arts?

The challenge for arts educators is to find the instruments and establish the procedures that will accurately assess those qualities that are considered critical to each mode. Music educators have made much progress in categorizing those necessary qualities as aptitudes, achievements, or attitudes.[5] Among the qualities discerned as aptitudes are a child's sensitivity to pitch, sensitivity to time, and tonal memory. Qualities considered to be achievements are music reading, meter recognition, and other skills that respond to instruction. A characteristic which might be assessed as an attitude is the student's commitment of time to his/her own musical development (practice time).

Such sophisticated distinctions in instruments for the objective measurement of aptitudes, achievements, and attitudes in other artistic areas have not yet been developed although several visual perception tests are available for visual arts. Since perceptual abilities correlate highly with one's level of performance, aural and visual perception tests do afford the identification committee an opportunity to identify students who have unique perceptual abilities. Under some circumstances, however, when students are not able to display these abilities in performance due to problems with dexterity or lack of experience, their unique perceptual abilities are masked, which is the primary reason for looking at more than the artistic product of a student. If information about the potential for exceptional performance is not secured through testing or some other means, these unique abilities may be obscured; and the teacher may not know that the child possesses exceptional abilities. Perception tests, then, would help to identify those students having the potential, but experiencing difficulty in tapping into it. In urban or rural areas especially, where families may not have the financial means or experience to encourage artistic pursuits in their children, screening for giftedness solely on performance becomes much more of an issue. Potential must be identified in alternate ways.

In addition to aural and visual perception tests, checklists of specific, related, and observable behaviors also are useful for developing a more encompassing perspective of the child. Referring to the lists of general characteristics of exceptional arts students and of qualities pertaining to each artistic area would encourage the selection committees to consider more than just the student product/performance and to shift from an intuitive base to a more cognitive one. Quantitative responses to such items as, "On a scale of 10 to 1, identify the extent to which the child exhibits ______________ behavior," would develop concrete data upon which to base a decision. Such data lend credibility to a decision.

---

[5] Gordon, E. (1971). The psychology of music teaching. Englewood Cliffs, NJ: Prentice-Hall, Inc.

As researchers develop new, more sophisticated instruments, the assessment of abilities should become more accurate. The identification of exceptional students, however, may always be a problem. Although the instruments to measure qualities can help, the "spark" or "soul" of artistic expression which sets one apart from the norm is something that may always evade objective judgment. Identifying those students who possess it has never been a problem when that spark was permitted to emerge. However, for those who have it within them, but are unable to show it because of environmental or other complications, educators must seek to remove the veil that masks young genius.

What kind of differentiated program should be established for students identified as gifted in the arts?

Once students have been identified as possessing exceptional abilities, the next step is to identify the specific needs of those children and to list the objectives that would be most appropriate for meeting these needs. This procedure should be dictated by a diagnostic study of each child's strengths and weaknesses, as disclosed by his/her credentials for nomination into the program. The information obtained through the identification process is not only valuable, but also necessary in the construction of a differentiated curriculum for each child.

When establishing general objectives for a gifted program in the arts, a school district should keep in mind the objectives for all types of gifted students, e.g., those for students with general intellectual ability, specific academic aptitudes, etc. Gifted programs should be structured to foster:

1. independent learning skills;
2. creative thinking skills;
3. higher cognitive thinking skills;
4. self-understanding; and
5. an understanding of one's relationship with others.

As educators, we must give students the tools to become independent learners. These, imparted under our supervision, will help each child develop to his/her fullest potential. Since creativity is an integral part of all artistic endeavors, it is imperative that children comprehend the creative process and understand how to apply the process. They also must acquire knowledge and understanding of the field and learn how to apply that understanding: how to analyze artistic works through comparing and contrasting works of art and/or performances, how to synthesize that information in order to create something that is new and unique, and how to evaluate objectively the extent to which the performance has been effective. Students also need guidance in understanding themselves and their relationships with others. Through this understanding, they will gain insights into their own unique form of artistic expression.

Even though arts educators often feel they are fighting to establish just the basics with their students - be it a brush technique on canvas, a vocal inflection in the theatre, a body movement in a dance, or accurate fingering on an instrument - the objectives listed above should still be the foundation of their program.

Once the basic objectives of the gifted program have been established, educators then should structure additional objectives for the gifted program in the arts and include the following as general objectives:

1. to develop within students the technical skills essential for effective expression;

2. to develop within students an understanding of the history and development of the artistic medium; and

3. to foster within students a greater ability to express themselves with sensitivity.

To this list may be added other more specific objectives and activities, geared toward the needs of the students disclosed during the identification process, that would lead students to the fulfillment of the general objective. For example, if one of the general objectives is to develop the technical skills essential for effective expression in a drama program, it would be necessary to list such specific objectives as the development of vocal projection, body control, etc., and to include, as well, a series of activities, devised to help the student successfully complete each specific objective and to move closer to achieving the general objective.

A suggested format for the organization of objectives would be:

I. Statement of general objective 1.

    A. Statement of specific objective 1.

        1. description of activity 1.

            a. materials necessary for the activity

        2. description of activity 2.

    B. Statement of specific objective 2, etc.

What are the implications for programming and implementation at each grade level?

Once the direction of the program has been clearly defined, it is necessary to study the possible processes of implementation, whether on a primary (K-2), elementary (3-5), intermediate (6-8), or secondary (9-12) level. The proposed law requires that school districts provide differentiated instruction for students identified as having exceptional abilities.[6] Differentiated instruction may be classified as acceleration, enrichment, or a combination of the two. Acceleration is the strategy of advancing through the curriculum at a faster rate, whereas enrichment is the use of supplementary activities to deepen the understanding of a given concept. Although acceleration is more frequently implemented with homogenous groups, enrichment may be achieved in either a homogeneous or heterogeneous setting. Heterogeneous grouping is usually the grouping of a class so it contains high-, average-, and low-ability-level students. Homogeneous grouping is the grouping of students with similar levels of ability. The efficacy of these options will vary, of course, depending upon the grade level of the students, the facilities, and the resources of the school district.

Primary or elementary level.

Grouping at the primary and elementary level typically is heterogeneous (except during reading and mathematics instruction), especially for classes with the music and art specialists. In light of this structure, the teacher of the art form frequently must serve the gifted child in a heterogeneous setting. An alternative would be to establish a separate time when the children who demonstrate exceptional abilities may be pulled out of some other class to attend a special class composed of similarly gifted peers. One advantage of this procedure is that students with similar abilities would have the opportunity to interact with their artistic peers and learn from them. Another advantage is that the teacher could adjust the level of instruction to the specific needs of the gifted. The primary disadvantage to the pull-out structure, however, is that the student may miss significant instruction offered in the regular classroom during this time.

Two important factors to consider with regard to those gifted in creative writing and drama at the primary and elementary levels are their vehicle for expressing themselves and the guidance offered for their development. These might be achieved by bringing in specialists to conduct workshops for the regular classroom teachers on how to guide these students. The State Arts Council has such specialists, available through the "Artists in Residence" program,[7] who could serve as role models in this way.

---

[6] New Jersey Administrative Code 6:8-3.5a, 11.

[7] New Jersey State Council on the Arts, 109 West State Street, Trenton, N.J. 08608.

For gifted dancers, a program might be developed by the physical education teacher if he/she has the training. Another strategy is to bring in a dance instructor from one of the many dance studios to meet periodically with gifted dance students. Such instruction has not usually been a part of the school curriculum, and gifted dancers have been expected to receive instruction outside of school. However, it should not be assumed that because dance instruction has not been offered in the schools in the past, this practice should not be changed.

Intermediate or middle school level.

At the intermediate or middle school level, homogeneity in academic courses usually increases. Among the arts programs, however, grouping structures vary. Advanced art classes, orchestras, bands, and choruses frequently are comprised of those who demonstrate ability and/or interest in these subjects, whereas general art and general music classes ordinarily remain heterogeneous. Occasionally, a drama club can be found, but usually it functions after school; and dance programs are almost nonexistent. Creative writing, for the most part, is addressed only in the regular language arts class.

Intermediate school is a particularly important time in the development of young artists. It is at this time, when they undergo the greatest physical growth, that they should master fine motor skills. If students are not encouraged to develop physical control during this period of change, their progress can be impeded, a loss that will repress development. Although motor skills should not be emphasized to the exclusion of the other general objectives during this period, all forms of artistic expression demand a tremendous amount of physical control and awareness; and educators must focus upon these needs during the intermediate years in order for students to develop that physical control.

It may be, too, that within the band, orchestra, and/or chorus, there is a small group of individuals, whose talents exceed those of students in the larger group, who are ready for a greater challenge. If so, that challenge should be available for them. The formation of small ensembles is an appropriate strategy for dealing with the musically gifted. A string trio or a vocal duo would afford those few students with exceptional talents the chance to grow as they should. Small ensemble literature exists for almost all combinations of instruments and voices, and attempts should be made to match closely the ability levels of the performers within the ensemble. The same can be done in dance and drama. Regardless of the arts domain, it is important that these small ensembles not be perceived as elite clubs, but rather as groups formed to address the unique needs of a few similarly gifted students.

Secondary level.

At the secondary school level, homogeneous grouping seems to predominate, with academic courses offered on the honors, college prep, general education, and basic education levels. The arts program must have a similar structure, e.g., classes for those who wish to take four years of art, but who may not have unique talents, as well as classes for those who do have unique abilities to advance in art. In addition to taking Art I, II, III, and IV or other special courses in ceramics, interior design, etc., students with exceptional talents should have opportunities to function on their own, with a mentor, and/or in small groups. Aptitude, achievement, and attitude criteria should be used to select these special students.

In the area of music, the band, orchestra, and chorus should be available to all students, but additional options should be available for the gifted. Opportunities for investigating music history and music theory should be provided so they may gain further insights into their field, and exposure to performing/practicing professionals also is critical since research has shown a direct and significant correlation between exposure to professionals and attitudes toward the arts.[8] As with the intermediate level, solo, duet, trio, and other small ensembles are of particular value, but teachers should maintain only cursory supervision of these groups in order to encourage students to become independent learners. Teachers should be available to provide guidance, however, in order to ensure that musical traditions are upheld. Independent research should be encouraged, as well as opportunities to study with mentors outside of the school.

Special programs in drama and dance, as with music and art, should afford small groups of students gifted in these areas the opportunity to interact and grow together. Frequently, for dance and drama, there are no formal curricula; and the programs are relegated to an extracurricular status. Although usually the last to be recognized, these two domains are deserving of as much attention as the others.

Usually, creative writing also lacks its own formal curriculum. With the exception of a unit within the English curriculum, little else is provided. Since four years of English are required, it is feasible to take advantage of this requirement by selecting a group of gifted writers and utilizing creative writing as the focal point for their English instruction. For example, if students are studying the literature of early American poets, they can study the style through reading, but also be afforded the opportunity to create in that style, as well.

The pursuit of knowledge and understanding of the arts through independent research should be an integral part of any program. Building the skills of independent learning will enable students to extend their studies on their own and eliminate the need for constant supervision and prodding from a teacher. In addition, studies with mentors will afford students the chance to work with a role model who is both devoted and actively contributing in the field. The mentor may be able to provide a level of expertise beyond that of the teacher, as well as another perspective of the medium.

---

[8] Dorhout, A. (1981). Symposium for the arts. Trenton, NJ: New Jersey State Department of Education. Unpublished report.

Repertoire in music, dance, and drama are important considerations as are additional course selections in art. The golden rule is that, "the best will breed the best." This is not to say, for example, that young musicians should not study popular American music, but that they should be exposed to the best of that particular genre in a repertoire that is varied and challenging at all times. In addition, when studying the works of others, regardless of the medium, critiquing is an essential discipline. Careful detailed analysis of works is critical if students are to understand the subtleties of the work and, therefore, why it is considered to be of high quality. This is not to suggest that students focus on all of the flaws in a work or performance (which is the usual connotation for a critique), but that students learn to analyze the work for both its positive and negative aspects. Practice in critiquing will help students develop a discerning perspective of their own efforts and those of others.

The student-teacher ratio should be kept small, even when dealing with gifted learners. Although grouped homogeneously for their exceptional ability, gifted students, nevertheless, have proficiencies and deficiencies, which often appear to be more extreme; and thus, more individual attention may be necessary to satisfy student needs.[9]

What additional activities are available outside of school for students gifted in the arts?

Participation in national, regional, and state events should broaden the viewpoints of students and afford them the chance to be in contact with their artistic peers. The All-State Chorus, Band and Orchestra, the Teen Arts Festivals, Young Writers' Conference, Thespian contests, etc., all provide valuable opportunities. An extensive review should follow each experience, however, in order to strengthen the skills of observation and analysis.

There is, within every student population, a small group who possesses exceptional abilities in more than one artistic area. For these multi-talented students, interrelated arts experiences are available to provide them with a vehicle for expression. Such experiences need not be restricted to the multi-talented, however, since students with abilities in only one artistic area would benefit from activities designed for comparing the principles of more than one artistic mode. One such interrelated arts program within the state is the Symposium for the Arts, created specifically to give students the opportunity to see the relationship among the arts.

The Symposium, the Young Writers' Conference, the All-State musical organizations, etc., are but a few of the myriad resources available for students in New Jersey; many other county and state arts organizations, professional groups, and individuals are eager to serve the artistically gifted student. Not only does New Jersey have many resources within its boundaries, the state is surrounded by them. The museums, concert halls, and theaters of New York, Philadelphia, Boston, and Washington, D.C., to name a few, can provide exposure to the arts that students in other parts of the country can not begin to have. Teachers should reach out to the community and beyond in order to give their students the exposure that is essential for their unique potential.

---

[9] Coleman, Lawrence J. (1985). Schooling the gifted. Readings, MA: Addison- Wesley Publishing Company.

What part does evaluation play in assessing the gifted art program?

When assessing the development and success of a program, it is important to utilize both formative and summative evaluation procedures. Formative evaluation focuses on the comprehensiveness of the program, e.g., the credibility of the identification procedures, the diversity of the programming, the educational background of the staff, and the financial allocations provided for the program. Summative evaluation looks at the extent to which students have responded to the program.

When undertaking formative evaluation, a district may develop its own system or rely upon existing ones. Although two such operational systems, the State of New Jersey Monitoring System and the Middle States Evaluation System, are used in New Jersey, neither was designed specifically to address gifted education. The document, Self-Assessment Guidelines for Gifted and Talented Education, which was prepared for the New Jersey State Department of Education in 1981[10], however, was developed for this purpose. Included in this material is the recommendation that a district first assess its provisions for the gifted and talented, using a checklist (provided in that document) that encompasses all aspects of programming, and then obtain validation of its assessment from a visiting consultation committee. Whether this or any other system of assessment is used, however, the evaluation should be conducted periodically so as to ensure on-going monitoring and refining of the program.

Summative evaluation may be achieved in a number of ways. Assessment of students' growth on a particular objective may occur through testing in the classroom, e.g., creative writing teachers who wish to find out the extent to which students have developed the skill of creative fluency may do so through objective testing. Students may also be measured through standardized testing. Music teachers, desirous of identifying the extent to which students are able to read music, can test students, for example, using the Music Achievement Test subtest on music reading.[11]

---

[10] Self-assessment guidelines for gifted and talented. Trenton, NJ: New Jersey State Deparment of Education, 1981.

Another way to measure student performance is to have students compete with others for placement in such activities as the Teen Arts Festival, the All-State Chorus, Band or Orchestra, or Thespian contests, etc. Although these competitions usually are good indicators of performance, selection for them is relative to the competition in a given year. It is possible that a student's work may not even be considered in a year when quite a few good visual artists are competing although it would be recognized in another year.

Teachers should conduct periodic assessments of students and allocate time after the evaluation to review the results with students to identify areas showing growth and those needing further emphasis in the future.

Conclusion

Only through a carefully conceived identification procedure, a thoughtfully developed differentiated curriculum, and a comprehensive evaluation system, can educators hope to meet the needs of young gifted visual and performing artists. Like the young academicians of today, these artists deserve the opportunity to develop themselves to their fullest potential, which would not only bring them satisfaction, but also ensure their significant contributions to society. The arts serve not only as a vehicle for self-expression, but also as a mirror, reflecting the essence of our times. Educators have the responsibility, therefore, to see that youth are afforded every opportunity to blossom as they should, to master artistic expression, so that they will be able to project an accurate image of today's society to its future generations.

---

[11] Coleman, R. (1969). Music achievement test. Chicago, IL: Educational Corporation.

GUIDES IN GIFTED EDUCATION:

The Arts

Reader Feedback

1. Which aspects of gifted arts education seem most appropriate to and applicable in your school district?

2. Which aspects will your district most likely implement?

3. For which aspects of gifted arts education would your district need state or regional input?

4. What additional activities and training do you feel would be appropriate for inclusion in an updated version of Guides in Gifted Education on arts education for the gifted?

Thank you for your contribution.

Return completed forms to:
New Jersey State Department of Education
Bureau of Academic and Cognitive Skills
Division of General Academic Education
225 West State Street, CN 500
Trenton, New Jersey 08625

RHH/pe:1/2428j